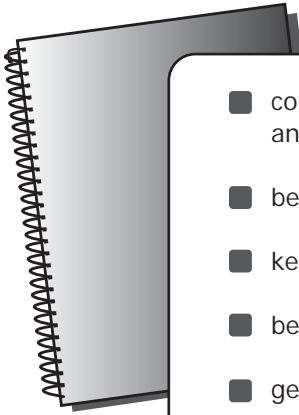


Introduction to Being a Student at Ormiston Sudbury Academy

About Your Student Planner

Your planner is extremely important. If you use it well, it will help you to:



- complete your independent study tasks properly and on time
- be organised
- keep your parent/carer informed
- become a more successful learner
- get more out of your academy life
- keep a record of your achievements.

Student Information

Name: _____

Year group: _____ Tutor: _____

Locker number: _____ Locker key number: _____

E-mail addresses:

Academy _____

Home _____

Emergency contact: _____

Telephone number: _____

Home Academy Agreement

Our Home Academy Agreement supports the education of students by strengthening the partnership between home and the Academy. It sets out what we can expect from each other, and what we each aim to do.

At Ormiston Sudbury Academy we will:

- Raise student aspiration and enable each student to achieve more than they believe possible;
- Provide a safe, caring environment in which students can learn effectively;
- Demonstrate clear expectations which are effectively supported through consistent and fair rewards and sanctions;
- Offer high quality learning in and out of the classroom, preparing students for a diverse range of futures;
- Respond to the individual needs of students within the Academy community;
- Prepare students for productive futures in their family, education, work and society;
- Maintain effective communication with home so that the daily experience of students can be followed and supported by their parents.

Signed: *Ormiston Sudbury Academy*

As Parents I/we agree to:

- Ensure regular attendance, unless my child is ill, and avoid unnecessary absence;
- Ensure my child arrives on time to the Academy;
- Inform the Academy promptly of the reason for absence, lateness or any other circumstances that may affect my child in the Academy;
- Provide my child with the correct uniform and equipment needed for learning;
- Monitor that Independent Study tasks are being completed to a good standard and sign my child's planner each week;
- Uphold academy rules and support the Academy in the reasonable rewarding and disciplining of my child;
- Maintain positive communication with the Academy in support of my child's progress;
- Attend all invitations to discuss the progress of my child.

Signed: _____ Date: _____ *Parent/Carer*

Times of the Academy Day

| | |
|---------------------|-------------------------|
| 8.40 am - 9.00 am | Tutor Time/Registration |
| 9.00 am - 10.00 am | Lesson 1 |
| 10.05 am - 11.05 am | Lesson 2 |
| 11.05 am - 11.25 am | Break |
| 11.25 am - 12.25 pm | Lesson 3 |
| 12.30 pm - 1.30 pm | Lesson 4 |
| 1.30 pm - 2.10 pm | Lunch |
| 2.10 pm - 3.10 pm | Lesson 5 |

Academy Terms and Holidays 2023/2024

Autumn Term 2023 Monday 4th September - Wednesday 20th December

Half Term Monday 23rd - Friday 27th October

Spring Term 2024 Wednesday 3rd January - Thursday 28th March

Half Term Monday 19th - Friday 23rd February

Summer Term 2024 Friday 12th April - Friday 19th July

Half Term Monday 27th - Friday 31st May

Bank Holiday Monday 6th May

OSA PD Days (no students in the Academy)

Monday 4th September 2023

Tuesday 5th September 2023

Friday 24th November 2023

Wednesday 3rd January 2024

Friday 12th April 2024

Calendar 2023 - 2024

| August | | | | | | |
|--------|----|----|----|----|----|----|
| M | T | W | T | F | S | S |
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| September | | | | | | |
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| October | | | | | | |
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| November | | | | | | |
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| December | | | | | | |
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| January | | | | | | |
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| February | | | | | | |
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| March | | | | | | |
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| April | | | | | | |
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| May | | | | | | |
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| June | | | | | | |
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| July | | | | | | |
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Calendar 2024 - 2025

| August | | | | | | |
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| September | | | | | | |
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| October | | | | | | |
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| November | | | | | | |
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| December | | | | | | |
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| January | | | | | | |
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| February | | | | | | |
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| March | | | | | | |
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| April | | | | | | |
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| May | | | | | | |
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| June | | | | | | |
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| July | | | | | | |
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| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |



ACHIEVING MORE TOGETHER

Who we are

A national education charity, underpinned by our founders' belief that every child should be given a chance. We serve pupils from many communities across the country, all with their unique character, strengths, and challenges. Our sole purpose is:

to provide OAT pupils with excellent learning opportunities, inside and outside the classroom.

We are an outward-facing organisation, working in partnership with others to transform life chances, enabling children and young people to realise their dreams and aspirations.

We serve children and young people of all ages from those attending nurseries to those in sixth forms, embracing special schools and alternative provision.



Our mission and values

We believe that strength and impact are maximised by working as one team – from which comes our commitment to **achieving more together** – underpinned by our values, which inform all that we do.



- ★ **Anyone can excel:** unwavering belief that everyone can achieve
- ▲ **Enjoy the challenge:** perseverance pays dividends
- 🗨️ **Share what is best:** we achieve more from working together
- 🌍 **Be inclusive:** celebrating our diversity and practicing equity

Vision for Ormiston Sudbury Academy

Our vision is to provide a world class, outstanding and thriving environment which positively challenges every student to reach their full potential to become the best that they can be, whatever their talent.

Our motto: Consistently exceptional.

Our values: At the very heart of our academy, our ethos is one that supports the education, care and development of every individual student through their time at Ormiston Sudbury Academy (OSA) – to be ultimately successful and significantly contribute to the world of work.

Our values promote:

Being exceptional: excelling and shining at everything we do, being confident, articulate and believing.

Respect: treating everyone equally regardless of any difference and valuing individuals to promote good attitudes to learning through positive behaviour.

Integrity: acting in a frank and honest manner at all times.

Pride: taking pride in ourselves and our academy.

Resilience: accepting challenges by harnessing our energy in to positive outcomes.

British values are taught alongside our Vision, Values and Attributes.

The five British values are:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect
- Tolerance

Definition - The five British Values are democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. These are the 5 fundamental values that have been developed by the UK Government in an attempt to create social unity and prevent extremism.

Examples of what students should know include:

- How to influence society through lawful democratic participation;
- That the freedom to religion, including the freedom of others to hold faiths other than your own, is enshrined in British law;
- That people of diverse faiths should all be respected and not be discriminated against as a result of their religious affiliations;
- That it is everyone's responsibility to identify and challenge discrimination wherever it occurs.

Student Standards

Ormiston Sudbury Academy is a safe place to be. It is safe because there is mutual respect between staff and students and standards are met on a day to day basis, at all times. Maintaining these standards means that you and others will be safe and will be able to learn and progress to the best of your ability. The expectations we have of you, the student, are as follows:

At any time

- Respond to any reasonable request by a member of staff the first time.
- Be polite and respectful to others, their opinions and beliefs.
- Expect to be, and ask to be, rewarded for good work, independent study, effort, participation, good attitude, punctuality and attendance.

We will model equally high standards as staff members. We will make sure you are safe and supervised. We will ensure you have access to outstanding teaching, healthy food, suitable advice, should you need it, and support with learning and/or social and emotional matters.

With a positive attitude you will:

- **Attend** 100% of the time, arrive **on time** for registration and lessons, equipped with **pen, pencil, ruler, eraser, planner and calculator in pencil case in bag** as a minimum. Bring kit, ingredients or equipment as requested.
- Wear the **correct uniform**, to a high standard, using **appropriate language** in and around the Academy. **Walk** around the Academy in a sensible and orderly manner.
- Wear only **minimal make-up** and maintain **natural hair colour**. Have **no facial piercings** other than ear studs. **Wear only clear or one colour nail polish - no acrylic nails. No false eyelashes.**
- Abide by other attributes on the front cover page.

Student Standards Continued

In lessons

- Work where you are asked to and with whom you are asked. Be **silent** for the register and respond "Yes Sir" or "Yes Miss". **Record independent study tasks** in your planner.
- **Drink only water** in teaching spaces. Ensure classrooms (and the Academy at all times) are left tidy and litter free.
- **Abide by the NOT SEEN, NOT HEARD policy for mobile 'phone devices.**
- Give your work your **best effort** in all of your lessons, participating fully in all activities, being polite and respectful to others, their opinions and beliefs. Listen to others and do not shout out.

Signed: _____ Date: _____ *Student*

**'Phones to be kept in bags, switched off.
If you do not abide by this,
your 'phone will be confiscated.**

Key Staff

Senior Leadership Team

| | | |
|----------------|-----|---|
| Mrs S. Morris | SMO | Principal |
| Mr D. Howkins | DHO | Vice Principal and named SENDCO |
| Mrs E. Price | EPR | Vice Principal and Designated Safeguarding Lead |
| Mr L. Cox | LCO | Assistant Principal |
| Mr P. Stokes | PST | Assistant Principal |
| Miss L. Turner | LTU | Assistant Principal |
| Mrs N. Logan | NLO | Director of Finance |

Heads of Year

| | | |
|--------------------|-----|---------|
| Miss K. Webster | KWE | Year 7 |
| Miss B. Holmes | BHO | Year 8 |
| Mr A. Starkey | AST | Year 9 |
| Mr B. Herring | BHE | Year 10 |
| Mrs R. Moulton-Day | RMD | Year 11 |

Pastoral Managers

| | |
|-----------------|-----|
| Miss T. Hart | THA |
| Mrs C. Hingston | CHI |
| Mr O. King | OKI |
| Mrs M. Newell | MNE |

Heads of Faculty

| | | |
|------------------------|-----|---------------------------------|
| Ms H. Bernhard-Bubb | HBB | English (including MFL) |
| Miss K. Conway-Jarrett | KCJ | Performing Arts |
| Mr S. Dodd | SDO | P.E. |
| Mr H Duvvasi | HDU | Science |
| Miss A. Hall | AHA | Humanities |
| Mr C. Rayner | CRA | Mathematics |
| Ms V. Woodrow | VWO | Creative Design (including ICT) |

Daily Checks

Your tutor will check the following daily and you will receive reward stamps at the end of the week, for being "ready to learn".

- Your planner, signed by a parent/carer every week
- Correct uniform
- Correct equipment (pen, pencil, eraser, calculator, ruler)
- Being on time

If you do not have the correct uniform or equipment you will receive a Yellow Card (and three yellow cards will attract a Head of Year detention.)

Tutor Groups at Ormiston Sudbury Academy

You will be in a tutor group with students from your year group. You will have a Tutor who will look after your academic needs and a Pastoral Manager who, with your tutor, will look after your pastoral needs.

There will be competitions, assemblies and celebrations within Year Groups.

Uniform

We are proud as an academy of the uniform that our students wear. It identifies our students both within the Academy and the local community. Our policy on uniform is based on the notion that it:

- Promotes a sense of pride within the Academy in line with our ethos
- Supports positive behaviour and discipline
- Is practical and smart
- Encourages an identity with the Academy
- Makes students feel equal to their peers in terms of appearance and helps develop a sense of community between different groups of students.

The Academy's uniform comprises:

- Plain black smart shoes which are polishable (not trainers or canvas casual shoes) and have black soles
- Plain black or white socks (below the knee) or plain black/natural tights not white socks on black tights
- Plain white collared shirt/blouse (long or short-sleeved) with a top/collar button
- Plain black, tailored, e.g. no rivets, patch pockets or denim, school-style trousers or black pleated skirt, tailored knee-length shorts - please see our website for the standard
- Academy tie
- Grey Academy jumper or black with blue trim
- Black Academy blazer.

The blazer carries the Academy's logo and the jumper has matching coloured piping around the neckline, in the same colour as the tie.

The PE kit comprises:

- Academy black polo shirt with blue trim and Academy logo
- Academy black shorts with blue trim and Academy logo
- Plain white socks or uniform PE socks.

Optional:

- Academy black long sleeved sports top with blue trim and Academy logo.

Uniform items are available from Anglia Sports and Schoolwear Ltd:

<http://yourschoolwear.co.uk/ormiston-sudbury-academy-241-c.asp>

General:

- Discreet facial make-up may be worn, as well as a watch and no more than two studs in each ear. Facial or other body piercings are not allowed. Excess items will be requested to be removed and/or confiscated. Minimal jewellery - excessive rings, necklaces and bracelets will be requested to be removed
- For both boys and girls, a small, plain black belt may also be worn if necessary
- Plain white vests may be worn underneath shirts/blouses
- Hair colour must be in natural colours only
- All items of clothing must be named
- Clear or one colour nail polish only. No acrylic or false nails. No false eyelashes
- If your uniform is not worn as described here you can expect to be supervised at social times until it is corrected, or sent home to correct it.

Mobile 'Phone Protocol

Mobile 'phones are **not seen, not heard** at OSA.

This is because they are a distraction during lesson time and at social times. We understand that 'phones may need to be brought into the Academy so that you know your child is safe on their journey to and from home. 'Phones should be kept in bags, not pockets, switched off or to silent mode (not vibrate mode). If your child needs to contact you they can do so by going to the Year Office where they can speak to a Pastoral Manager about this. If you need to contact your child you can call the Academy Reception whereby important messages will be passed on.

If a 'phone is seen or heard being used or is clearly distracting a student it will be **confiscated**. The student can retrieve the 'phone from the Year Office at the end of the day at 3.10 p.m. On the second occasion the 'phone will not be returned at the end of the day. Instead a parent/carer will be asked to collect it.

Mobile 'phones can cause some difficulty and disruption in lessons and can prevent students socialising with each other at social times.

Because of this, students who wish to bring a mobile 'phone to the Academy must abide by the following rules:

- 'Phones will be switched off/ silent in bags (not pockets) at all times.
- If you need to contact home or home need to contact the Academy, go via Year Office and Main Switchboard.
- All issues related to messaging and social media will be managed out of the Academy by your parents/carers.



Getting the most out of Ormiston Sudbury Academy

What can I do at lunchtime?

You can use the Library which is a quiet area for reading, homework, board games and computers. You may be able to use some of the computer rooms. There is always a full programme of activities, including English, maths, science, sports, art, music, dance, and more. You can use the field at certain times of the year and playground areas.

All students must stay on the Academy site unless they have a home lunch pass. You may only go home if your parent/carer has requested this and it has been agreed by the Academy.

Clubs and activities

There are lots of clubs on offer at the Academy and we encourage every student to get involved with at least one.

Look at the Faculty notice boards for information about these activities.

In addition the following clubs are run at lunchtime and at the end of the Academy day. If you can't see a club that you want then tell us!

Examples of clubs run recently include: art, science, design, creative writing, book club, football, basketball, STEM, maths, chess, eco group, music, drama and dance.

Who should I tell if I see anything damaged?

Tell your teacher or any member of staff who will inform the site manager.

Is there anything that I absolutely cannot do at The Academy?

- Our academy is a non-smoking establishment. You must not smoke on the premises, if you do you will be fined £50. This includes tobacco, cigarettes, e-cigarettes/'vaping'.
- Drink alcohol.
- Use illegal substances.
- Carry lighters, matches, laser pens, fireworks, knives or any offensive weapons.
- Treat others in a way you would not want to be treated.

You may not:

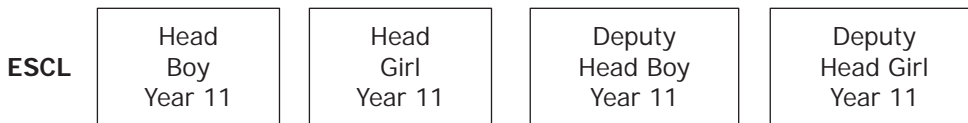
- Bring cigarettes (including e-cigarettes or vapes), chewing gum, laser pens, lighters, matches, tobacco, fireworks, knives, energy drinks, alcohol or any illegal substances into the Academy, even solely for your own use.
- Bring nuts, nut products or aerosols into the Academy, or use them.
- Accept or borrow any of these things from anybody else.
- Use any of these things on the way to or from the Academy.
- Take any of these things on trips or visits.

What to do if...

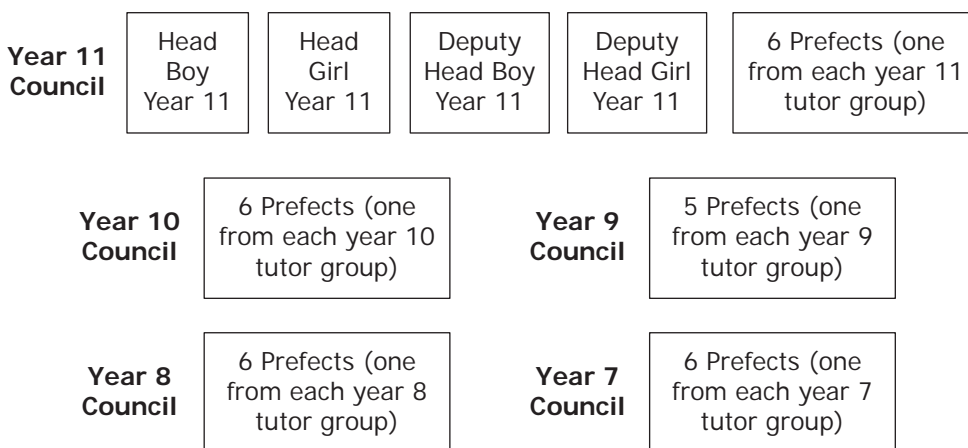
| Problem | Who and Where |
|--|--|
| <i>I arrive at the Academy late in the morning?</i> | After 8.40am: Go to tutor room. After 9.00am: Sign in at the Attendance Office and then go to your lesson. |
| <i>I have a dental/medical appointment?</i> | Bring a note for your tutor. Sign out at the Attendance Office when you leave and sign in when/if you return. |
| <i>I have lost something?</i> | Lost property is administered by Mrs Bailey in the Finance Office. Remember: all property should be marked with your name. |
| <i>I don't understand a homework task?</i> | See your subject teacher or your tutor or a friend. |
| <i>I am left on the Academy site for any reason? i.e. miss the bus</i> | Ask the Academy Reception staff to contact home. |
| <i>I get something confiscated?</i> | Collect at the end of the day from your Head of Year. |
| <i>I don't feel well?</i> | Tell your teacher. Medical protocol will be followed. Staff will make a call home if necessary. |
| <i>I am absent?</i> | Get a parent/carer to 'phone the Academy (01787 375131) on the first morning before 9.30am. Bring a letter on your return, catch up on missed work. |
| <i>I take medication?</i> | Leave all medication at Attendance Office. A completed form is required from parents/carers to explain what the medication is for and when it needs to be taken. Never carry medicine around with you. |
| <i>I am being bullied?</i> | Tell somebody who will help - your tutor, a parent, a teacher, a Pastoral Manager, or any member of staff. |
| <i>I am worried about something?</i> | Talk to a member of staff that you feel comfortable discussing things with. We will do our best to support you if we can. |

Student Voice

A Deputy/Head Boy and Deputy/Head Girl are elected from year 11 and these four students make up the **'Executive Student Council Leadership' (ESCL)**.



Every tutor group across years 7 to 11 is represented on the **Year Council (YC)** by a student 'Prefect'.



All of these students make up the full **Student Leadership Council (SLC)**.

In addition to the members of the SLC, there are also **'Wellbeing Ambassadors'** and **'Faculty Ambassadors'** – all of whom will be involved in a number of meetings and events throughout the course of the year, helping to put forward the views of fellow students and represent the student body to visitors and members of the wider community.

Various meetings are held during lunchtimes, tutor times and, occasionally, during lesson times, with SLC members being called upon to help with things such as:

- a buddying system for new students at the Academy;
- duties around the Academy site;
- producing and appearing in promotional or 'self-help' ("what to do if...") videos;
- acting as a guide at Parents' Evenings and/or evening events;
- assisting with promotional events;
- organising Charity/Fundraising Events;
- presenting student ideas/suggestions to the Senior Leadership Team;
- representing the Academy at public events.

Well-being and Safeguarding

Safeguarding – Everyone’s Responsibility

Designated People



Designated
Safeguarding Lead
Mrs Price - Vice Principal



Deputy Safeguarding Leads
Mrs Hingston, Mrs Newell, Mr King and Miss Hart
- Pastoral Managers

The Academy is a safe place for you to be. If at any time you are worried about something that is making you feel unsafe either at the Academy or outside of the Academy or you are concerned for someone else, you can talk to any member of staff about this.

WHEN YOU DISCLOSE SOMETHING TO A MEMBER OF STAFF

They will:

- Stay calm and be patient
- Listen carefully
- Explain why they cannot keep it to themselves
- Explain what they will do next
- Reassure you that they you are doing the right thing in telling them
- Ask you if there is anything else you want to mention

They won't:

- Interpret what you have said
- Try to investigate there and then
- Ask leading questions
- Express an opinion

THE NEXT STEP

The member of staff will talk to one of the designated members of staff shown at the top of this page. This will remain confidential, only those who need to know and who can try to support you, will know about it.

IF YOU ARE YOU CONCERNED ABOUT YOURSELF OR SOMEONE ELSE OUTSIDE ACADEMY HOURS THEN TELEPHONE;

**Suffolk Police: Main switchboard 'phone number:
01473 613500 or 101 IN AN EMERGENCY DIAL 999**





Looking After Your Mental Health and Well-being

At OSA, we believe in promoting positive mental health and emotional well-being. Prioritising the well-being of students ensures that outstanding learning can take place, and that the Academy is a community where everyone feels able to thrive.

There may be issues affecting you or those around you ranging from bereavement to loneliness, bullying, smoking, gender issues... There are so many issues that affect young people and if you are unsure how to handle any of these, we can try to help.

At OSA you can talk to any member of staff if you are feeling emotionally unwell. This information will be passed to a Pastoral Manager in the first instance and they will talk to you. You may be referred to our Academy Counsellor or we may feel you need further support from other agencies.

Here are the five focus areas of looking after your mental health:

Connect: Connecting with others, meeting with friends, family or talking to someone about how you feel or what's going on in your life.

Active: Getting out and getting active is important for every aspect of your health. Walk the dog, go for a swim or a run! Do something you enjoy!

Be Mindful: Mindfulness helps us tune into the moment rather than think about the past or worry about the future.

Keep Learning: Keep your brain busy by having something to focus on.

Giving: By helping others we make someone feel good and we feel good about ourselves.

Looking After Your Mental Health and Well-being

Here are some useful sites for self-help:

Youngminds.org.uk

Kooth.com

Mentalhealth.org

Anna Freud Centre annafreud.org | Tel: 0207 794 2313 |

Email: info@annafreud.org

A children's mental health charity providing specialist help, research and training for children, young people, families and schools.

Charlie Waller Memorial Trust | cwmt.org.uk

Awareness, information and resources for young people who are depressed, as well as training for families, schools, colleges, universities, workplaces and GPs.

Heads Together | headstogether.org.uk

A campaign to end mental health stigma spearheaded by the Duke and Duchess of Cambridge.

Themix.org.uk

Thesource.me.uk

Thinkuknow.co.uk

Childline.org.uk

Ceop.police.uk

Supporting Others

At OSA, we are all responsible for doing our best to keep ourselves and others safe and to ensure that we treat others in the manner we would wish to be treated ourselves; this extends to ensuring that our behaviour does not inflict unnecessary discomfort or anxiety on others. In order to help with this, there are a few items, in addition to the very obvious ones (such as weapons, drugs, alcohol, cigarettes/vaping equipment) which are not permitted in the Academy for a variety of personal comfort, medical and health and safety reasons.

These include:

- nuts and nut products
- aerosols
- chewing gum
- energy drinks

These items will, if seen/used or reported as having been seen/used, be confiscated.

Help Prevent Bullying

What is bullying?

Bullying is behaviour by an individual or a group that is seen as an attempt to hurt, frighten, humiliate or threaten you or someone else. To be classed as bullying it must happen more than once and must be a deliberate act.

Bullying can be

Physical - hitting, pushing, taking someone's belongings

Verbal - Name calling, insults, racist or sexist remarks, threatening or demanding money

Indirect - spreading rumours, excluding someone from a group

Cyber - sending nasty or threatening texts or emails, 'phone call bullying via mobile 'phone, picture, video clip bullying, bullying through instant messaging (IM) and bullying via websites or through any social media

How to respond when someone bullies you or someone else

Do not react. Walk away and do not let them see you are upset. If you can, be assertive and calmly ask them to stop their behaviour. Try to stay with friends and avoid being on your own

What to do next

Tell someone you trust. This could be a friend, someone at home, a teacher, Pastoral Manager or a peer mentor. Just talking to someone may help to find a solution to the problem. At OSA, we always take bullying seriously. You may worry that this will make it worse but anyone you tell will talk to you about the next steps.

What will happen if you tell

They will listen to you to find out the facts and how it is affecting you, your situation will be fully investigated. They can offer support and talk to the person who is bullying you (if you agree) and hopefully stop the bullying. They will try not to do anything that will make the bullying worse.

What to do if you see bullying

We all have a responsibility to highlight and report bullying at the Academy. When an incident occurs the reaction of other students or bystanders can affect how the bully behaves and sometimes, put an immediate stop to it.

Comfort, support and stay with the person being bullied. Stay calm and tell someone e.g. a teacher what you have seen. It's not 'grassing', it's standing up for what is right. If you are in a group where one member is bullying, show that you disapprove, because by being a bystander you are supporting the bully.

Bullying can also happen by 'phone, email, text or on the Internet. Report any unpleasant comments, pictures or videos to your teacher, Pastoral Manager or the service provider.

Support Report Defend

Lesson Management

Network, Internet & Email Acceptable Use Policy

Student Responsibilities



- When using the computer network and Internet resources, all users must comply with all laws, including copyright, libel, fraud, discrimination and obscenity laws.
- All users are to ensure that their password is not shared or compromised, nor use another user account or attempt to access another user account. If a user's password is found to be compromised, it is the responsibility of the user to ensure that their password is changed.
- Users shall not access another user's personal electronic documents (email included) nor attempt to access resources not allocated to them.
- All students have individual log-ins and email addresses. All Internet access is filtered and internet provision will be removed if the student accesses unsuitable sites.
- Staff can, and will, check emails and user areas for inappropriate content.

No user may:

- Play online computer games or use interactive 'chat' sites unless specifically approved by the Academy.
- Damage computers, computer systems or computer networks.
- Download programs.
- Use email other than the Academy system to contact staff.
- Distribute images or videos of students and staff without their permission.

Users should:

- Inform CAPITA or an appropriate member of staff if they believe that attempts have been made to use the network or Internet in an unacceptable manner.
- Inform CAPITA or an appropriate member of staff if they discover any materials they consider may be offensive or inappropriate.

By using OSA ICT equipment and facilities, I am agreeing to the above.

**Students breaking these rules will be stopped
from using the Academy ICT resources.**

ICT Information and Advice

Logging on

Student usernames are **typically** made up of OSA_ followed by surname and first initial; for example John Smith will become OSA_smithj. If two or more students end up with the same username, we have added a 2 or 3. Eg OSA_smithj2 **or if surnames are lengthy, these may need to be shortened to generate the username**

Student passwords are initially given by the tutor and they have to be changed at first login. Have a prepared password – it must be at least 8 characters long and have a combination of upper, lower letters, numbers and special characters. The password can't include your own name. e.g. Orm1st0n!

Difficulties and Getting Help e.g. Password changing

If you have any IT problems, visit the office in the Piazza area.

Email - Office 365 gives users access to:

Email including a calendar and contacts list - you can access your email, calendar and contacts from any computer, tablet or 'phone anywhere in the world.

OneDrive – this is 50 GB of online storage.

Office Web Apps Word, Excel, PowerPoint, OneNote

Student emails are username@ormistonsudbury.co.uk

You can access the email at <https://portal.microsoftonline.com>

Or through the links on the academy website <http://www.ormistonsudbury.co.uk>

Or by configuring your 'phone or tablet.

Getting access to Teams:

You can access Teams in several ways.

- Using a browser – search for 'Office 365' then log in using Academy email and system password.
- Install the Teams application (as well as the rest of Office). This is free of charge.
- Using a 'phone/tablet - go to the app store for your brand of 'phone/tablet and download the Teams app. You can also download all Office apps for free. Log into the app using **academy** email and password.

Using Teams:

Once the Teams app is open, you will see that you have been added to all of your classes.

Select the class you want to check on.

There are several parts to the Team:

- **Posts:** this is the area where you can keep in touch with your teacher. You can post polite messages and keep track of assignments that have been set by your teacher.
- **Files:** your teacher might choose to share files with you here that are either read only or editable by everyone in the Team.
- **Class Notebook:** This is a virtual exercise book that you can use for schoolwork if directed to by your teacher. They can see everything that you put in there and also respond to work you have completed. There is also a content library in there where your teacher can also share files.
- **Assignments:** The assignments tab is the most important area for you, whilst we are a virtual school. This is where your assignments will be set and (when appropriate) marked by your teacher.
- **Grades:** Here you can keep track of the work you have completed.



My notes of useful websites and login details

Staying Safe Online

Browsing the web

- Ensure that the padlock in the address bar is locked, it means that website is secure and your data is protected.
- If you look up the same information in a couple of places and it is the same, it is more likely to be true.
- Go direct to a website, not via a pop-up link from something else you were looking at. Cookies will track your movement, they are used to identify your likes and dislikes so adverts can be targeted to your preferences.
- Search engines like DuckDuckGo do not track you, and their search result cannot be bought, meaning their results are unbiased.

Social Media


- Adding others to online chat groups (such as WhatsApp) without consent breaches GDPR, ensure you gain consent before doing this.
- Turn off location data. When you take an image with a smart 'phone 'EXIF data' is hidden within the image file. With location data turned on, anyone who has access to the image will be able to find out where it was taken.
- It is impossible to remove an image from the internet.
- If you receive an indecent image, tell someone responsible (a teacher/parent) immediately and inform the police.
- Do not take, store, share, look at indecent images of under 18s, it is illegal. Your 'phone could be confiscated by the police and destroyed.
- Block people who are being abusive. All social media-sites must ensure you can block and report a person within 3 clicks. They should also be reported to CEOP.
- Recognise persuasive techniques on some websites. Those offering lots of discounts, freebies, with lots of extra links and adverts, they may ask you for personal information

Mental health

- Most smart 'phones allow you to track your screen time, use this feature to identify how much time you are spending online.
- Do not compare yourself to people online, photo-editing and Deepfake media has made it very difficult to trust what we see. Social-media influencers are paid to push products on you, and make you believe you need something. Do not fall for it.
- What people post about their lives may not be true, it may be an attempt for them to make themselves feel better or create an image which makes people feel their lives/situations could be better. Don't take notice, be positive about what you do have and make the changes yourself to anything you are not happy with.

Behaviour Management System for Students

The behaviour at OSA is Good. Systems and processes are in place to support students making the right decisions, following our Behaviour for Learning expectations, gaining praise and rewards and making good progress in your learning.

| Phase of Behaviour Management | Description  | | | | | |
|---|--|---|---|--|---|---|
| 1: Basic and Preparatory Behaviour Management | <p>As a student at Ormiston Sudbury Academy it is your responsibility to arrive on time, in correct uniform, with the correct equipment, are ready to learn, earning rewards daily.</p> <p>You should manage your own behaviour to an exceptional level, meeting Academy expectations and require no more than gentle reminders to correct any minor infringements of student standards and Academy expectations of your conduct.</p> | | | | | |
| 2: Learning Behaviour Management | <p>You should arrive ready to learn and should respect the learning environment, teacher and other students, allowing learning to progress.</p> <p>If you disrupt learning, the following system will be applied in an escalating manner, consistently, by all staff;</p> <table border="1" data-bbox="373 959 1120 1610"> <tr> <td data-bbox="373 959 1120 1005">Initial requests, warnings and non-verbal signals.</td> </tr> <tr> <td data-bbox="373 1005 1120 1073"> B1 Formal “verbal warning” Record on Student Information Management System (SIMS) </td> </tr> <tr> <td data-bbox="373 1073 1120 1203"> B2 “move” Student moved in class “Repair and rebuild” (R&R conversation at the end of lesson) Record on SIMS </td> </tr> <tr> <td data-bbox="373 1203 1120 1445"> B3 “Relocation” <i>When learning cannot continue due to continued disruption.</i> Student relocates to HQ. PM in HQ completes reflection sheet with student. Decision made by Senior Leadership Team (SLT) FOR student to remain in supervised study for the rest of the day/24 hour / 5 lesson period. Call home by teacher/Head of Faculty (HoF) Record on SIMS. R&R before next lesson. </td> </tr> <tr> <td data-bbox="373 1445 1120 1610"> SLT Call out <i>Refusal to re-locate or extreme incident or continued poor behaviour.</i> SLT remove student to Supervised Study or Suspension Teacher/HoF calls home. Record on SIMS. R&R before next lesson. </td> </tr> </table> | Initial requests, warnings and non-verbal signals. | B1 Formal “verbal warning” Record on Student Information Management System (SIMS) | B2 “move” Student moved in class “Repair and rebuild” (R&R conversation at the end of lesson) Record on SIMS | B3 “Relocation” <i>When learning cannot continue due to continued disruption.</i> Student relocates to HQ. PM in HQ completes reflection sheet with student. Decision made by Senior Leadership Team (SLT) FOR student to remain in supervised study for the rest of the day/24 hour / 5 lesson period. Call home by teacher/Head of Faculty (HoF) Record on SIMS. R&R before next lesson. | SLT Call out <i>Refusal to re-locate or extreme incident or continued poor behaviour.</i> SLT remove student to Supervised Study or Suspension Teacher/HoF calls home. Record on SIMS. R&R before next lesson. |
| Initial requests, warnings and non-verbal signals. | | | | | | |
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Behaviour Management System for Students

Occasionally some students don't get things right. There is a very straightforward system at OSA to manage behaviour when it is not as expected and is as follows;

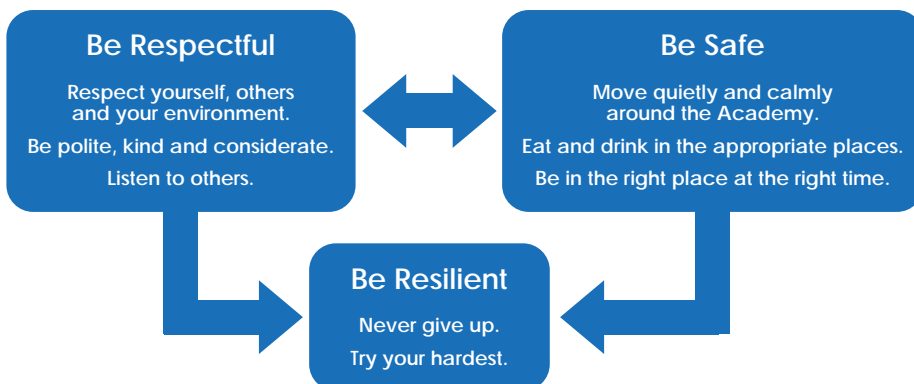
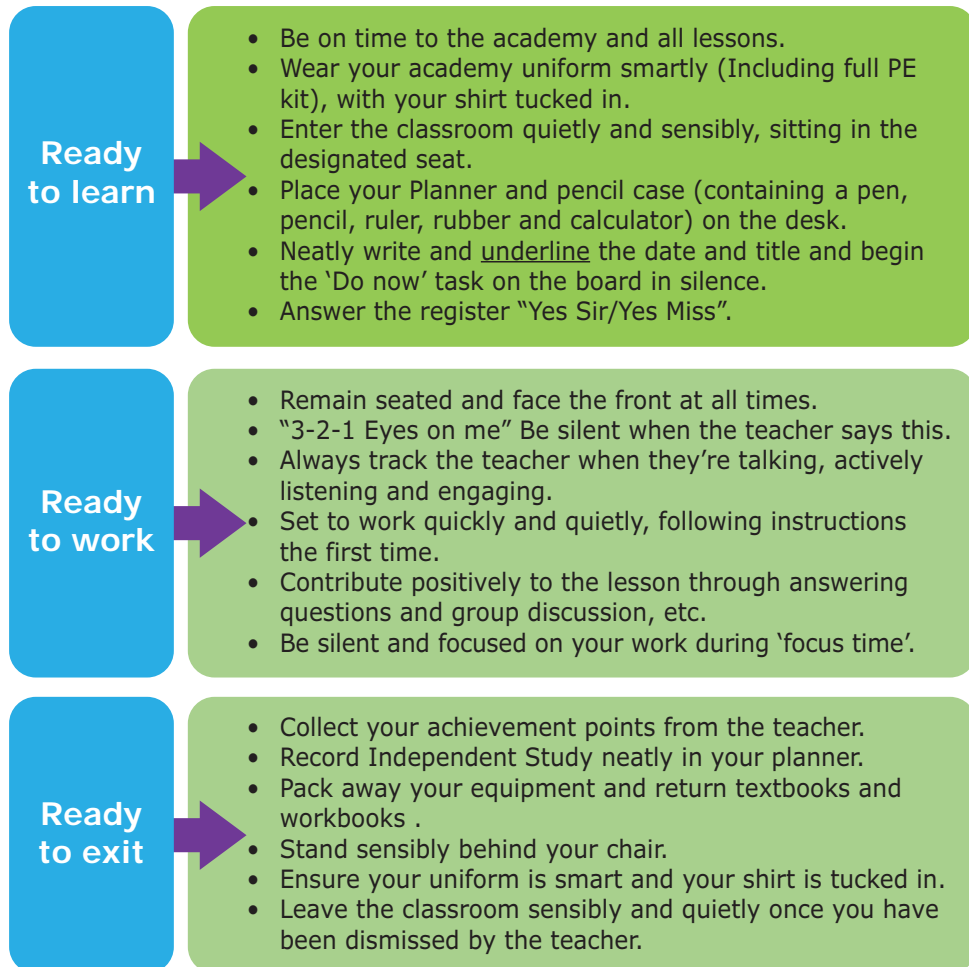
Sanctions and next steps if unsuccessful

- You may be sent home to change into correct uniform.
- You will be marked "late" if you arrive after 8.40am. More than three lates in a week to tutor time or lessons will result in an afterhours SLT detention.
- You are expected to meet the academy Behaviour for Learning expectations.
- You will receive a "yellow card" if you have a uniform infringement. Three uniform infringements will result in an after hours Head of Year detention.
- If you are significantly late to a lesson you will receive a "red card" this will result in spending the rest of the lesson/day in supervised study.
- Teacher detentions may be set at break, lunch or after hours for poor behaviour around the Academy or in class, for lack of Independent Study or failing to complete class-work.
- If systems continue to be breached you may lose social time, spend extended periods in Supervised Study, experience changes to your curriculum or possible fixed term suspensions.
- You will be required to report (3 weeks) to your Tutor or Pastoral Manager if the day to day basics cannot be managed.

Repeated disruption and call-outs;

- Two relocations within a half term will result in a fixed term suspension and/or removal from a number of lessons.
 - Persistent offenders will potentially be issued with further fixed term suspensions.
 - You will report (3 weeks) to either the Head of Faculty or Head of Year or Behaviour Intervention Coordinator.
 - Parents/carers will be kept informed at each breach/change of phase by 'phone call, email, letter or meeting in person.
 - The Academy will work with you and your parents/carers to put in place support to help you get it right.
 - If behaviour improves, the student will be managed at Phase 1 sanctions again.
- If breaches of the behaviour system continue or worsen; further steps will be taken, to "intervention" Phase 3 behaviour management. This will be discussed with your Head of Year.

Behaviour for Learning Expectations



Study Support

Mind Mapping

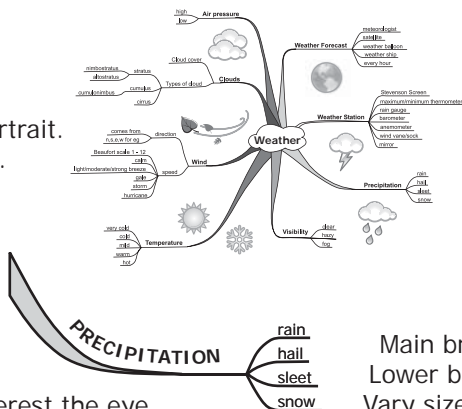
Everyone creates their own personal style of mind mapping! Use these ideas as a guide to help you find your own personal style.

1 Paper

Blank paper.
Landscape not portrait.
Use only one side.

3 Branches

Main branches thicker to show importance.
Curved lines - interest the eye.
Length of line = length of word.



2 Central image

Central image attracts the eye.

4 Words

Only keywords
Main branch word - upper case
Lower branch word - lower case
Vary size relative to importance.

5 Images

Easy to remember.
Attract the eye.
The eye takes in images faster than words (and remembers them for longer).



6 Colour

Stimulates the right hemisphere of the brain.
Use one colour per main branch.

7 Spacing

Leave lots of space so you can add to the mind map.



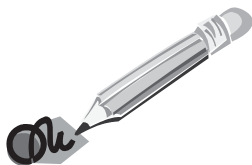
8 Symbols

Use arrows to guide the eye.
Use symbols (create your own).



9 Personal style

This is important.
It is your mind map for YOU. Develop your own personal mind map style.



10 Have

Fun

When learning is fun you learn faster.
When learning is fun you remember it.
Make your mind maps fun.
Have fun doing them!

Revision Survival Guide

Revision

Revision is a process in which you sort information into small units which will help you to learn the necessary facts, and to understand and be able to use information you may be given in an examination. Check out www.getrevising.co.uk to get yourself organised.

Planning Your Revision

Review your course

- Have you got a copy of the syllabus?
- List the topics included in the course.
- Decide on your priorities for revision. Best and worst topics / What is asked regularly?

Get hold of past examinations papers/questions

- Your teacher may be happy to lend you past papers.
- Revision guides often contain these.

Draw up a revision timetable

- What is your concentration level? Most people need to take a break of 10 minutes after about 45 minutes of study.
- Decide how long you need to spend on each topic and draw up a timetable.
- Try to revise different topics in each revision session. e.g. one topic in the morning, one in the afternoon. Concentrating on just one topic at a time is less effective for most people.
- Decide on the best time to study - when your concentration level will be at its highest.
- Leave time to relax and socialise.

Ideas to Help You Revise

- Make your notes imaginative and creative. This will help you recall information more easily.
- Stick important bits of information on the walls of your room to use as a memory jogger.
- Record information and play it back when you are relaxing or doing a mundane task.
- Study with a group of friends. You could test each other, try different examination questions and share the results, and discuss topics to check you all understand them.
- Read around the topic. It may help with understanding in depth.

The Practicalities of Revision

- Have a special place for revision. It should be comfortable, and not too hot or cold.
- Prepare for revision sessions. Have a snack, a drink and go to the toilet **BEFORE** you study.
- Take care of yourself. Eat good regular meals. Take regular exercise. Have leisure time. Learn to control stress.

Remember! - If in Doubt... Ask

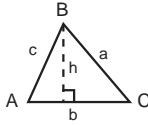
12 x Multiplication Table

| X | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|
| 1 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 2 | 2 | 4 | 6 | 8 | 10 | 12 | 14 | 16 | 18 | 20 | 22 | 24 |
| 3 | 3 | 6 | 9 | 12 | 15 | 18 | 21 | 24 | 27 | 30 | 33 | 36 |
| 4 | 4 | 8 | 12 | 16 | 20 | 24 | 28 | 32 | 36 | 40 | 44 | 48 |
| 5 | 5 | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 | 50 | 55 | 60 |
| 6 | 6 | 12 | 18 | 24 | 30 | 36 | 42 | 48 | 54 | 60 | 66 | 72 |
| 7 | 7 | 14 | 21 | 28 | 35 | 42 | 49 | 56 | 63 | 70 | 77 | 84 |
| 8 | 8 | 16 | 24 | 32 | 40 | 48 | 56 | 64 | 72 | 80 | 88 | 96 |
| 9 | 9 | 18 | 27 | 36 | 45 | 54 | 63 | 72 | 81 | 90 | 99 | 108 |
| 10 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 | 110 | 120 |
| 11 | 11 | 22 | 33 | 44 | 55 | 66 | 77 | 88 | 99 | 110 | 121 | 132 |
| 12 | 12 | 24 | 36 | 48 | 60 | 72 | 84 | 96 | 108 | 120 | 132 | 144 |

Mathematics Formula Sheet

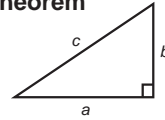
Area of triangle

$$= \frac{1}{2} \times \text{base (b)} \times \text{height (h)}$$



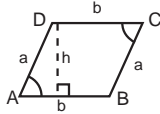
Pythagoras' Theorem

$$a^2 + b^2 = c^2$$



Area of parallelogram

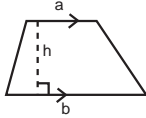
$$= \text{base (b)} \times \text{height (h)}$$



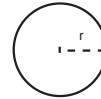
Circumference of circle = $\pi \times \text{diameter}$
= $2 \times \pi \times \text{radius}$

Area of trapezium

$$= \frac{1}{2} (a + b)h$$

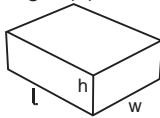


Area of circle = $\pi \times (\text{radius})^2$

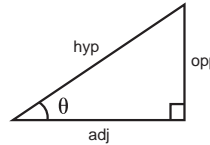


Volume of cuboid

$$= \text{length (l)} \times \text{width (w)} \times \text{height (h)}$$



Trigonometry



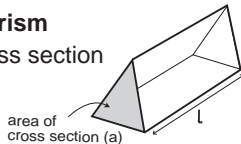
$$\sin \theta = \frac{\text{opp}}{\text{hyp}}$$

$$\cos \theta = \frac{\text{adj}}{\text{hyp}}$$

$$\tan \theta = \frac{\text{opp}}{\text{adj}}$$

Volume of prism

$$= \text{area of cross section} \times \text{length}$$



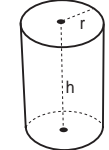
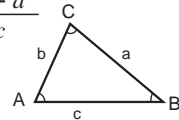
In any triangle ABC

Sine rule $\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$

Cosine rule $a^2 = b^2 + c^2 - 2bc \cos A$

$$\cos A = \frac{b^2 + c^2 - a^2}{2bc}$$

Area of triangle = $\frac{1}{2} ab \sin C$

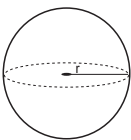


Volume of cylinder

$$= \pi r^2 h$$

Curved surface of cylinder

$$= 2\pi r h$$



Volume of sphere

$$= \frac{4}{3} \pi r^3$$

Surface area of sphere

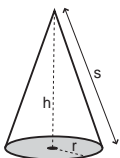
$$= 4\pi r^2$$

The Quadratic Equation

The solutions of $ax^2 + bx + c = 0$

where $a \neq 0$, are given by:

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$



Volume of cone

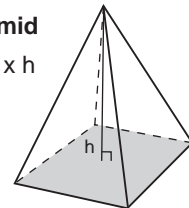
$$= \frac{1}{3} \pi r^2 h$$

Curved surface area of cone

$$= \pi r s$$

Volume of a pyramid

$$= \frac{1}{3} \times \text{area of base} \times \text{height}$$



Key Science Equations

energy transferred = mass x specific heat capacity x temperature change in °C

energy = mass x specific latent heat

$$\text{efficiency} = \frac{\text{useful energy output (x 100\%)}}{\text{total energy input}}$$

wave speed = frequency x wavelength

power = voltage x current

energy supplied = power x time

$$\text{average speed} = \frac{\text{distance}}{\text{time}}$$

distance = average speed x time

$$s = \frac{(u + v)}{2} \times t$$

$$\text{acceleration} = \frac{\text{change in speed}}{\text{time taken}}$$

force = mass x acceleration

weight = mass x gravitational field strength

work done = force x distance

$$\text{power} = \frac{\text{work done}}{\text{time}}$$

power = force x speed

$$\text{KE} = \frac{1}{2} mv^2$$

momentum = mass x velocity

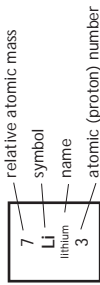
$$\text{force} = \frac{\text{change in momentum}}{\text{time}}$$

GPE = mgh

$$mgh = \frac{1}{2} mv^2$$

The Periodic Table of Elements

| | | | | | | | | | | | | | | | | | | |
|-------------------------------|-----------------------------|----------------------------|--------------------------------|-------------------------------------|-------------------------------|----------------------------------|--------------------------------|-------------------------------|----------------------------------|-------------------------------|-----------------------------------|-----------------------------------|--------------------------------|---------------------------------|---------------------------------|-----------------------------------|----------------------------------|--------------------------------|
| Group 1 | 2 | 3 | 4 | 5 | 6 | 7 | 0 | | | | | | | | | | | |
| 1 H hydrogen 1 | 9 Be beryllium 4 | 40 Ca calcium 20 | 45 Sc scandium 21 | 48 Ti titanium 22 | 51 V vanadium 23 | 52 Cr chromium 24 | 55 Mn manganese 25 | 56 Fe iron 26 | 59 Co cobalt 27 | 59 Ni nickel 28 | 63.5 Cu copper 29 | 65 Zn zinc 30 | 70 Ga gallium 31 | 73 Ge germanium 32 | 75 As arsenic 33 | 79 Se selenium 34 | 79 Br bromine 35 | 84 Kr krypton 36 |
| 7 Li lithium 3 | 24 Mg magnesium 12 | 39 K potassium 19 | 89 Y yttrium 39 | 91 Zr zirconium 40 | 93 Nb niobium 41 | 96 Mo molybdenum 42 | [97] Tc technetium 43 | 101 Ru ruthenium 44 | 103 Rh rhodium 45 | 106 Pd palladium 46 | 108 Ag silver 47 | 112 Cd cadmium 48 | 115 In indium 49 | 119 Sn tin 50 | 122 Sb antimony 51 | 128 Te tellurium 52 | 127 I iodine 53 | 131 Xe xenon 54 |
| 133 Cs caesium 55 | 137 Ba barium 56 | 85 Rb rubidium 37 | 139 La* lanthanum 57 | 178 Hf hafnium 72 | 181 Ta tantalum 73 | 184 W tungsten 74 | 186 Re rhenium 75 | 190 Os osmium 76 | 192 Ir iridium 77 | 195 Pt platinum 78 | 197 Au gold 79 | 201 Hg mercury 80 | 204 Tl thallium 81 | 207 Pb lead 82 | 209 Bi bismuth 83 | [209] Po polonium 84 | [210] At astatine 85 | [222] Rn radon 86 |
| [223] Fr francium 87 | [226] Ra radium 88 | 23 Na sodium 11 | [227] Ac* actinium 89 | [267] Rf rutherfordium 104 | [270] Db dubnium 105 | [269] Sg seaborgium 106 | [270] Bh bohrium 107 | [270] Hs hassium 108 | [278] Mt meitnerium 109 | [281] Ds dubnium 110 | [281] Rg roentgenium 111 | [285] Cn copernicium 112 | [286] Nh nihonium 113 | [289] Fl flerovium 114 | [289] Mc moscovium 115 | [293] Lv livermorium 116 | [293] Ts tennessine 117 | [294] Og oganeson 118 |

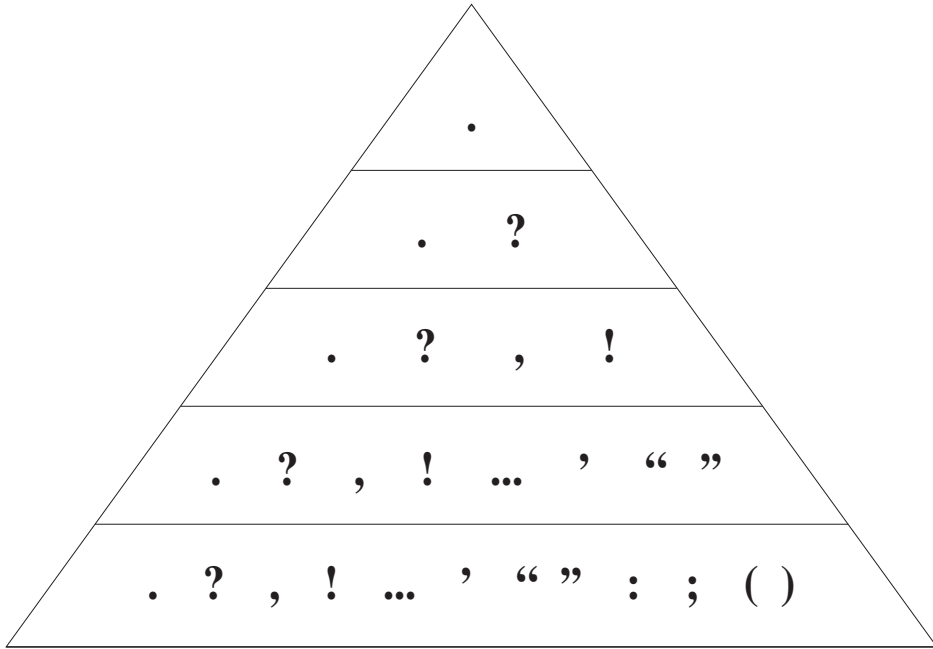


Metals ← → Non-metals

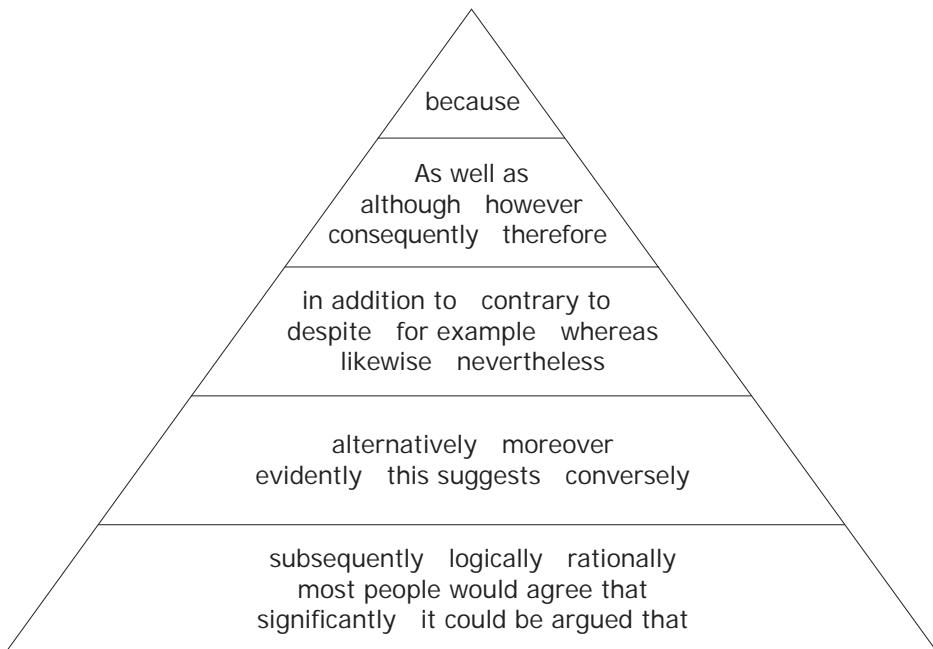
* The lanthanides (atomic numbers 58-71) and the actinides (atomic numbers 90-103) have been omitted.

The relative atomic masses of copper and chlorine have not been rounded to the nearest whole number.

Punctuation Pyramid



Connectives and Conjunctions Pyramid



Presentation of Work

All Year Groups Guide to Presenting Work: clearly, accurately and correctly.

Presenting work

1. Make sure you write the date and title for each piece of work.
2. Write the date in full: e.g. Friday 14th June 2024.
3. All 'proper' nouns should have capital letters.*
4. Make sure you underline the date and title with a ruler.
5. Write in blue or black ink.
6. Purple pen will be used by your teacher.
7. Green pen will be used for self assessment.
8. Red pen for peer assessment.

Accuracy Checklist

- * Capital letters and when to use them:

1. To start a sentence: no exceptions to this rule.
2. In titles, capitalise only the important words, not minor words such as 'and' and 'but'.
3. For proper nouns which are the names of people, places or specific things such as: seasons, months, etc...

- Punctuation:

Punctuation is vital to make your writing effective and accurate – use the punctuation map on the next page to check what you need to put and where to put it.

Punctuation

Punctuation allows you to express your ideas clearly. You should aim to use a wide variety of punctuation marks accurately in your writing.

| | | |
|---|--|--|
| <p>Full stop.</p> <p>This is the most common way to mark the end of sentence and is used for statements.</p> <p><i>Most people are afraid of snakes.</i></p> | <p>Question mark?</p> <p>This is used at the end of a sentence that asks a question.</p> <p><i>How many people are afraid of snakes?</i></p> | <p>Exclamation mark!</p> <p>This is used to express strong feelings, excitement or orders.</p> <p><i>Afraid of snakes? Not me!</i></p> |
| <p>CAPITAL LETTERS</p> <p>Capital letters mark the beginning of every sentence. They are also used with proper nouns (names of people, places, days of the week and months),</p> <p><i>Once upon a time ...</i></p> <p><i>David</i></p> <p><i>Sudbury</i></p> <p><i>Friday</i></p> <p><i>January</i></p> | <p>Comma,</p> <p>Commas are used to show a pause. This can be to...</p> <p>separate two parts of a sentence, sometimes joined by a connective, e.g. <i>First came the lightning, then the thunder.</i></p> <p>separate words in a list</p> <p>separates a phrase or clause that gives extra information, e.g. <i>Andrew, a boy in my class, was late for school.</i></p> | <p>Speech marks "..."</p> <p>These are used at the beginning and end of speech (words spoken out loud). The punctuation mark for the words spoken goes inside the speech marks.</p> <p><i>Jane asked, "Would you like to play football?"</i></p> |
| <p>Brackets (...)</p> <p>These are used to mark off extra information that isn't part of the main sentence.</p> <p><i>England (last year's winners) will play New Zealand in November.</i></p> | <p>Colon:</p> <p>A colon is often used at the start of a list:</p> <p><i>To do well in your test you will need: good revision notes, some water and a decent night's sleep.</i></p> | <p>Inverted commas or quotation marks '...'</p> <p>These are used at the beginning and end of quotations (words and phrases taken from a text).</p> <p><i>Macbeth says, 'This is a sorry sight.'</i></p> |
| <p>Apostrophe'</p> <p>Apostrophes have two functions:</p> <p>to show that a letter(s) has been left out, e.g. <i>I'm, haven't, couldn't.</i></p> <p>to show possession, e.g. <i>Newcastle's team, last year's winner.</i></p> <p>NB. Don't confuse it's (meaning 'it is') with its (meaning 'belonging to it'), e.g. <i>Its branches swayed in the wind.</i></p> | <p>Semi-colon;</p> <p>A semi-colon indicates a stronger pause than a comma and has two main functions:</p> <p>to separate main clauses that are in some way connected, e.g. <i>That night I crept out of the house; I would never see it again.</i></p> <p>or they can break up lists containing more than one word, like a comma, e.g. <i>Before the picnic we packed everything: a basket for the plates and cutlery; packs of sandwiches; two bottles of water; a table cloth and napkins.</i></p> | <p>Dash –</p> <p>A dash is used to give extra information in an informal way, as you would separate two clauses with brackets or commas.</p> <p>A dash can also be used to emphasise the word or phrase that follows it, e.g. <i>It was more than just good – it was outstanding.</i></p> <p>Dashes can sometimes be used to show a sudden shift in thought, e.g. <i>What he presented was incredible – or so we thought.</i></p> |

French

Les nombres – Numbers

| | |
|------------------|--------------------------|
| 0 = zéro | 30 = trente |
| 1 = un | 31 = trente et un |
| 2 = deux | 32 = trente-deux |
| 3 = trois | 40 = quarante |
| 4 = quatre | 50 = cinquante |
| 5 = cinq | 60 = soixante |
| 6 = six | 70 = soixante-dix |
| 7 = sept | 71 = soixante et onze |
| 8 = huit | 72 = soixante-douze |
| 9 = neuf | 73 = soixante-treize |
| 10 = dix | 80 = quatre-vingts |
| 11 = onze | 81 = quatre-vingt-un |
| 12 = douze | 82 = quatre-vingt-deux |
| 13 = treize | 83 = quatre-vingt-trois |
| 14 = quatorze | 90 = quatre-vingt-dix |
| 15 = quinze | 91 = quatre-vingt-onze |
| 16 = seize | 92 = quatre-vingt-douze |
| 17 = dix-sept | 93 = quatre-vingt-treize |
| 18 = dix-huit | 100 = cent |
| 19 = dix-neuf | 101 = cent un |
| 20 = vingt | 200 = deux cents |
| 21 = vingt et un | 1000 = mille |
| 22 = vingt-deux | 2000 = deux mille |
| 23 = vingt-trois | |

Les jours de la semaine = Days of the Week

| | | |
|----------|---|-----------|
| lundi | = | Monday |
| mardi | = | Tuesday |
| mercredi | = | Wednesday |
| jeudi | = | Thursday |
| vendredi | = | Friday |
| samedi | = | Saturday |
| dimanche | = | Sunday |

Les opinions = opinions

| | | |
|---------------|---|--------------|
| J'aime | = | I like |
| Je n'aime pas | = | I don't like |
| Je préfère | = | I prefer |
| J'adore | = | I love |
| Je déteste | = | I hate |

General Vocabulary

| | | |
|-----------------|---|------------------------|
| C'est | = | it is |
| Ce n'est pas | = | it isn't |
| Il y a | = | there is / are |
| Il n'y a pas de | = | there is not / are not |
| J'ai | = | I have |
| Je suis | = | I am |
| Je vais | = | I go |
| J'habite | = | I live |
| Je fais | = | I do |
| Je joue | = | I play |
| Je suis allé(e) | = | I went |
| Je voudrais | = | I would like |



Independent Study and Reading



What is Independent Study?

Learning outside of lessons is crucially important in raising student achievement, helping students to develop independent learning skills, confidence and self-sufficiency, preparing them for successful adult life.

Independent Study consists of learning activities set to be completed outside timetabled lessons, with the aim of complementing what is taught in lessons. Students will use their planner to record Independent Study tasks, with the information also being available on **Microsoft Teams**. You will also be able to view and track Independent Study tasks set using the **Edulink app**.

It is important that students are well supported in completing their Study tasks, both at the Academy and at home. At the Academy the Umbrella club, supervised by Mrs Morgan is available every day in the Library (LRC) from 3.15 – 4.15pm for students to use the facilities and complete independent study tasks.

Further information can be found on the Academy website alongside all subjects' **Knowledge Organisers**, weblinks to suggested websites and an Independent Study guide. Suggested Key Stage 3 (Year 7, 8 and 9) and Key Stage 4 (Year 10 and 11) Independent Study plans are below.

Key Stage 3

It is expected that KS3 Independent Study tasks should take around 20 minutes per subject, with students completing one subject each weekday, alongside 20 minutes of reading.

An example of a KS3 Independent study plan may be as follows:

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---------|---------|------------|----------|---------|
| 20 minutes | Reading | Reading | Reading | Reading | Reading |
| 20 minutes | English | Maths | Humanities | Science | French |
| *Independent Study tasks for Creative Design (Art, DT, Food, Textiles and ICT), Performing Arts (Dance, Drama and Music) and PE will be set at least once each Half Term. | | | | | |

What is Independent Study?

Key Stage 4

It is expected that KS4 Independent Study tasks should take 30 minutes per subject, with students completing two subjects each weekday, alongside 20 minutes of reading.

An example of a KS4 Independent study plan may be as follows:

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|------------|----------|----------|-----------|-------------------|----------|
| 20 minutes | Reading | Reading | Reading | Reading | Reading |
| 30 minutes | English | Maths | Science | Eng/Maths/ Sci | Revision |
| 30 minutes | Option W | Option X | Option Y | Option Z | Revision |

In addition to weekly Independent Study tasks, practical and vocational subjects (Art, DT, Dance, Drama, Engineering, Food, PE) may also require students to attend extra-curricular clubs and enrichment activities, to develop the skills needed to be successful on the course and in order to access specialist equipment needed to complete coursework assignments.

Independent Study tasks should not take students a long period of time and/or be arduous to complete. If this is the case, students are encouraged to discuss this with their Form Tutor in the first instance in order that additional support and/or guidance can be offered.

Reading

Reading is a vital life skill which helps to develop vocabulary, wider understanding and provoke interest. Log what you read weekly and stretch yourself more to learn about subjects/topics you have a passion for.



Weekly Diary

Week 1 Beginning: 4th September 2023

| | Subject | Independent Study Task(s) | Date Due | Done |
|-------------|---------|---------------------------|----------|------|
| Monday 4 | | | | |
| Tuesday 5 | | | | |
| Wednesday 6 | | | | |
| Thursday 7 | | | | |

| | Subject | Independent Study Task(s) | Date Due | Done |
|--|------------|---------------------------|--------------------|------|
| Friday 8 | | | | |
| Notes (including reminders for clubs & revision sessions) | | | | |
| | | | | |
| Weekly Reading Log | | | | |
| Date | Book Title | | Pages Read | |
| Comments | | | | |
| Attendance this week: | | % | To date: % | |
| Parent's/Carer's Signature: | | | Tutor's Signature: | |

Week 2 Beginning: 11th September 2023

| | Subject | Independent Study Task(s) | Date Due | Done |
|--------------|---------|---------------------------|----------|------|
| Monday 11 | | | | |
| Tuesday 12 | | | | |
| Wednesday 13 | | | | |
| Thursday 14 | | | | |

| | Subject | Independent Study Task(s) | Date Due | Done |
|--|------------|---------------------------|--------------------|------|
| Friday 15 | | | | |
| Notes (including reminders for clubs & revision sessions) | | | | |
| | | | | |
| Weekly Reading Log | | | | |
| Date | Book Title | | Pages Read | |
| Comments | | | | |
| Attendance this week: | | % | To date: % | |
| Parent's/Carer's Signature: | | | Tutor's Signature: | |

Week 1 Beginning: 18th September 2023

| | Subject | Independent Study Task(s) | Date Due | Done |
|--------------|---------|---------------------------|----------|------|
| Monday 18 | | | | |
| Tuesday 19 | | | | |
| Wednesday 20 | | | | |
| Thursday 21 | | | | |

| | Subject | Independent Study Task(s) | Date Due | Done |
|--|------------|---------------------------|--------------------|------|
| Friday 22 | | | | |
| Notes (including reminders for clubs & revision sessions) | | | | |
| | | | | |
| Weekly Reading Log | | | | |
| Date | Book Title | | Pages Read | |
| Comments | | | | |
| Attendance this week: | | % | To date: | |
| | | | % | |
| Parent's/Carer's Signature: | | | Tutor's Signature: | |

Week 2 Beginning: 25th September 2023

| | Subject | Independent Study Task(s) | Date Due | Done |
|--------------|---------|---------------------------|----------|------|
| Monday 25 | | | | |
| Tuesday 26 | | | | |
| Wednesday 27 | | | | |
| Thursday 28 | | | | |

| | Subject | Independent Study Task(s) | Date Due | Done |
|--|------------|---------------------------|--------------------|------|
| Friday 29 | | | | |
| Notes (including reminders for clubs & revision sessions) | | | | |
| | | | | |
| Weekly Reading Log | | | | |
| Date | Book Title | | Pages Read | |
| Comments | | | | |
| Attendance this week: | | % | To date: | |
| | | | % | |
| Parent's/Carer's Signature: | | | Tutor's Signature: | |

Week 1 Beginning: 2nd October 2023

| | Subject | Independent Study Task(s) | Date Due | Done |
|-------------|---------|---------------------------|----------|------|
| Monday 2 | | | | |
| Tuesday 3 | | | | |
| Wednesday 4 | | | | |
| Thursday 5 | | | | |

| | Subject | Independent Study Task(s) | Date Due | Done |
|--|------------|---------------------------|--------------------|------|
| Friday 6 | | | | |
| Notes (including reminders for clubs & revision sessions) | | | | |
| | | | | |
| Weekly Reading Log | | | | |
| Date | Book Title | | Pages Read | |
| Comments | | | | |
| Attendance this week: | | % | To date: | |
| | | | % | |
| Parent's/Carer's Signature: | | | Tutor's Signature: | |

Week 2 Beginning: 9th October 2023

| | Subject | Independent Study Task(s) | Date Due | Done |
|--------------|---------|---------------------------|----------|------|
| Monday 9 | | | | |
| Tuesday 10 | | | | |
| Wednesday 11 | | | | |
| Thursday 12 | | | | |

| | Subject | Independent Study Task(s) | Date Due | Done |
|--|------------|---------------------------|--------------------|------|
| Friday 13 | | | | |
| Notes (including reminders for clubs & revision sessions) | | | | |
| | | | | |
| Weekly Reading Log | | | | |
| Date | Book Title | | Pages Read | |
| Comments | | | | |
| Attendance this week: | | % | To date: | |
| | | | % | |
| Parent's/Carer's Signature: | | | Tutor's Signature: | |

Week 1 Beginning: 16th October 2023

| | Subject | Independent Study Task(s) | Date Due | Done |
|--------------|---------|---------------------------|----------|------|
| Monday 16 | | | | |
| Tuesday 17 | | | | |
| Wednesday 18 | | | | |
| Thursday 19 | | | | |

| | Subject | Independent Study Task(s) | Date Due | Done |
|--|------------|---------------------------|--------------------|------|
| Friday 20 | | | | |
| Notes (including reminders for clubs & revision sessions) | | | | |
| | | | | |
| Weekly Reading Log | | | | |
| Date | Book Title | | Pages Read | |
| Comments | | | | |
| Attendance this week: | | % | To date: | |
| | | | % | |
| Parent's/Carer's Signature: | | | Tutor's Signature: | |

Week 2 Beginning: 30th October 2023

| | Subject | Independent Study Task(s) | Date Due | Done |
|-------------|---------|---------------------------|----------|------|
| Monday 30 | | | | |
| Tuesday 31 | | | | |
| Wednesday 1 | | | | |
| Thursday 2 | | | | |

| | Subject | Independent Study Task(s) | Date Due | Done |
|--|------------|---------------------------|--------------------|------|
| Friday 3 | | | | |
| Notes (including reminders for clubs & revision sessions) | | | | |
| | | | | |
| Weekly Reading Log | | | | |
| Date | Book Title | | Pages Read | |
| Comments | | | | |
| Attendance this week: | | % | To date: % | |
| Parent's/Carer's Signature: | | | Tutor's Signature: | |

Week 1 Beginning: 6th November 2023

| | Subject | Independent Study Task(s) | Date Due | Done |
|-------------|---------|---------------------------|----------|------|
| Monday 6 | | | | |
| Tuesday 7 | | | | |
| Wednesday 8 | | | | |
| Thursday 9 | | | | |

| | Subject | Independent Study Task(s) | Date Due | Done |
|--|------------|---------------------------|--------------------|------|
| Friday 10 | | | | |
| Notes (including reminders for clubs & revision sessions) | | | | |
| | | | | |
| Weekly Reading Log | | | | |
| Date | Book Title | | Pages Read | |
| Comments | | | | |
| Attendance this week: | | % | To date: | |
| | | | % | |
| Parent's/Carer's Signature: | | | Tutor's Signature: | |

Week 2 Beginning: 13th November 2023

| | Subject | Independent Study Task(s) | Date Due | Done |
|--------------|---------|---------------------------|----------|------|
| Monday 13 | | | | |
| Tuesday 14 | | | | |
| Wednesday 15 | | | | |
| Thursday 16 | | | | |

| | Subject | Independent Study Task(s) | Date Due | Done |
|--|------------|---------------------------|--------------------|------|
| Friday 17 | | | | |
| Notes (including reminders for clubs & revision sessions) | | | | |
| | | | | |
| Weekly Reading Log | | | | |
| Date | Book Title | | Pages Read | |
| Comments | | | | |
| Attendance this week: | | % | To date: % | |
| Parent's/Carer's Signature: | | | Tutor's Signature: | |

Week 1 Beginning: 20th November 2023

| | Subject | Independent Study Task(s) | Date Due | Done |
|--------------|---------|---------------------------|----------|------|
| Monday 20 | | | | |
| Tuesday 21 | | | | |
| Wednesday 22 | | | | |
| Thursday 23 | | | | |

| | Subject | Independent Study Task(s) | Date Due | Done |
|--|------------|---------------------------|--------------------|------|
| Friday 24 | | | | |
| Notes (including reminders for clubs & revision sessions) | | | | |
| | | | | |
| Weekly Reading Log | | | | |
| Date | Book Title | | Pages Read | |
| Comments | | | | |
| Attendance this week: | | % | To date: % | |
| Parent's/Carer's Signature: | | | Tutor's Signature: | |

Week 2 Beginning: 27th November 2023

| | Subject | Independent Study Task(s) | Date Due | Done |
|--------------|---------|---------------------------|----------|------|
| Monday 27 | | | | |
| Tuesday 28 | | | | |
| Wednesday 29 | | | | |
| Thursday 30 | | | | |

| | Subject | Independent Study Task(s) | Date Due | Done |
|--|------------|---------------------------|--------------------|------|
| Friday 1 | | | | |
| Notes (including reminders for clubs & revision sessions) | | | | |
| | | | | |
| Weekly Reading Log | | | | |
| Date | Book Title | | Pages Read | |
| Comments | | | | |
| Attendance this week: | | % | To date: | |
| | | | % | |
| Parent's/Carer's Signature: | | | Tutor's Signature: | |

Week 1 Beginning: 4th December 2023

| | Subject | Independent Study Task(s) | Date Due | Done |
|-------------|---------|---------------------------|----------|------|
| Monday 4 | | | | |
| Tuesday 5 | | | | |
| Wednesday 6 | | | | |
| Thursday 7 | | | | |

| | Subject | Independent Study Task(s) | Date Due | Done |
|--|------------|---------------------------|--------------------|------|
| Friday 8 | | | | |
| Notes (including reminders for clubs & revision sessions) | | | | |
| | | | | |
| Weekly Reading Log | | | | |
| Date | Book Title | | Pages Read | |
| Comments | | | | |
| Attendance this week: | | % | To date: | |
| | | | % | |
| Parent's/Carer's Signature: | | | Tutor's Signature: | |

Week 2 Beginning: 11th December 2023

| | Subject | Independent Study Task(s) | Date Due | Done |
|--------------|---------|---------------------------|----------|------|
| Monday 11 | | | | |
| Tuesday 12 | | | | |
| Wednesday 13 | | | | |
| Thursday 14 | | | | |

| | Subject | Independent Study Task(s) | Date Due | Done |
|--|------------|---------------------------|--------------------|------|
| Friday 15 | | | | |
| Notes (including reminders for clubs & revision sessions) | | | | |
| | | | | |
| Weekly Reading Log | | | | |
| Date | Book Title | | Pages Read | |
| Comments | | | | |
| Attendance this week: | | % | To date: % | |
| Parent's/Carer's Signature: | | | Tutor's Signature: | |

Week 1 Beginning: 18th December 2023

| | Subject | Independent Study Task(s) | Date Due | Done |
|--------------|---------|---------------------------|----------|------|
| Monday 18 | | | | |
| Tuesday 19 | | | | |
| Wednesday 20 | | | | |
| Thursday 21 | | | | |

| | Subject | Independent Study Task(s) | Date Due | Done |
|--|------------|---------------------------|--------------------|------|
| Friday 22 | | | | |
| Notes (including reminders for clubs & revision sessions) | | | | |
| | | | | |
| Weekly Reading Log | | | | |
| Date | Book Title | | Pages Read | |
| Comments | | | | |
| Attendance this week: | | % | To date: | |
| | | | % | |
| Parent's/Carer's Signature: | | | Tutor's Signature: | |

Week 1 Beginning: 1st January 2024

| | Subject | Independent Study Task(s) | Date Due | Done |
|-------------|---------|---------------------------|----------|------|
| Monday 1 | | | | |
| Tuesday 2 | | | | |
| Wednesday 3 | | | | |
| Thursday 4 | | | | |

| | Subject | Independent Study Task(s) | Date Due | Done |
|--|------------|---------------------------|--------------------|------|
| Friday 5 | | | | |
| Notes (including reminders for clubs & revision sessions) | | | | |
| | | | | |
| Weekly Reading Log | | | | |
| Date | Book Title | | Pages Read | |
| Comments | | | | |
| Attendance this week: | | % | To date: % | |
| Parent's/Carer's Signature: | | | Tutor's Signature: | |

Week 2 Beginning: 8th January 2024

| | Subject | Independent Study Task(s) | Date Due | Done |
|--------------|---------|---------------------------|----------|------|
| Monday 8 | | | | |
| Tuesday 9 | | | | |
| Wednesday 10 | | | | |
| Thursday 11 | | | | |

| | Subject | Independent Study Task(s) | Date Due | Done |
|--|------------|---------------------------|--------------------|------|
| Friday 12 | | | | |
| Notes (including reminders for clubs & revision sessions) | | | | |
| | | | | |
| Weekly Reading Log | | | | |
| Date | Book Title | | Pages Read | |
| Comments | | | | |
| Attendance this week: | | % | To date: | |
| | | | % | |
| Parent's/Carer's Signature: | | | Tutor's Signature: | |

Week 1 Beginning: 15th January 2024

| | Subject | Independent Study Task(s) | Date Due | Done |
|--------------|---------|---------------------------|----------|------|
| Monday 15 | | | | |
| Tuesday 16 | | | | |
| Wednesday 17 | | | | |
| Thursday 18 | | | | |

| | Subject | Independent Study Task(s) | Date Due | Done |
|--|------------|---------------------------|--------------------|------|
| Friday 19 | | | | |
| Notes (including reminders for clubs & revision sessions) | | | | |
| | | | | |
| Weekly Reading Log | | | | |
| Date | Book Title | | Pages Read | |
| Comments | | | | |
| Attendance this week: | | % | To date: % | |
| Parent's/Carer's Signature: | | | Tutor's Signature: | |

Week 2 Beginning: 22nd January 2024

| | Subject | Independent Study Task(s) | Date Due | Done |
|--------------|---------|---------------------------|----------|------|
| Monday 22 | | | | |
| Tuesday 23 | | | | |
| Wednesday 24 | | | | |
| Thursday 25 | | | | |

| | Subject | Independent Study Task(s) | Date Due | Done |
|--|------------|---------------------------|--------------------|------|
| Friday 26 | | | | |
| Notes (including reminders for clubs & revision sessions) | | | | |
| | | | | |
| Weekly Reading Log | | | | |
| Date | Book Title | | Pages Read | |
| Comments | | | | |
| Attendance this week: | | % | To date: | |
| | | | % | |
| Parent's/Carer's Signature: | | | Tutor's Signature: | |

Week 1 Beginning: 29th January 2024

| | Subject | Independent Study Task(s) | Date Due | Done |
|--------------|---------|---------------------------|----------|------|
| Monday 29 | | | | |
| Tuesday 30 | | | | |
| Wednesday 31 | | | | |
| Thursday 1 | | | | |

| | Subject | Independent Study Task(s) | Date Due | Done |
|--|------------|---------------------------|--------------------|------|
| Friday 2 | | | | |
| Notes (including reminders for clubs & revision sessions) | | | | |
| | | | | |
| Weekly Reading Log | | | | |
| Date | Book Title | | Pages Read | |
| Comments | | | | |
| Attendance this week: | | % | To date: | |
| | | | % | |
| Parent's/Carer's Signature: | | | Tutor's Signature: | |

Week 2 Beginning: 5th February 2024

| | Subject | Independent Study Task(s) | Date Due | Done |
|-------------|---------|---------------------------|----------|------|
| Monday 5 | | | | |
| Tuesday 6 | | | | |
| Wednesday 7 | | | | |
| Thursday 8 | | | | |

| | Subject | Independent Study Task(s) | Date Due | Done |
|--|------------|---------------------------|--------------------|------|
| Friday 9 | | | | |
| Notes (including reminders for clubs & revision sessions) | | | | |
| | | | | |
| Weekly Reading Log | | | | |
| Date | Book Title | | Pages Read | |
| Comments | | | | |
| Attendance this week: | | % | To date: % | |
| Parent's/Carer's Signature: | | | Tutor's Signature: | |

Week 1 Beginning: 12th February 2024

| | Subject | Independent Study Task(s) | Date Due | Done |
|--------------|---------|---------------------------|----------|------|
| Monday 12 | | | | |
| Tuesday 13 | | | | |
| Wednesday 14 | | | | |
| Thursday 15 | | | | |

| | Subject | Independent Study Task(s) | Date Due | Done |
|--|------------|---------------------------|--------------------|------|
| Friday 16 | | | | |
| Notes (including reminders for clubs & revision sessions) | | | | |
| | | | | |
| Weekly Reading Log | | | | |
| Date | Book Title | | Pages Read | |
| Comments | | | | |
| Attendance this week: | | % | To date: % | |
| Parent's/Carer's Signature: | | | Tutor's Signature: | |

Week 2 Beginning: 26th February 2024

| | Subject | Independent Study Task(s) | Date Due | Done |
|--------------|---------|---------------------------|----------|------|
| Monday 26 | | | | |
| Tuesday 27 | | | | |
| Wednesday 28 | | | | |
| Thursday 29 | | | | |

| | Subject | Independent Study Task(s) | Date Due | Done |
|--|------------|---------------------------|--------------------|------|
| Friday 1 | | | | |
| Notes (including reminders for clubs & revision sessions) | | | | |
| | | | | |
| Weekly Reading Log | | | | |
| Date | Book Title | | Pages Read | |
| Comments | | | | |
| Attendance this week: | | % | To date: | |
| | | | % | |
| Parent's/Carer's Signature: | | | Tutor's Signature: | |

Week 1 Beginning: 4th March 2024

| | Subject | Independent Study Task(s) | Date Due | Done |
|-------------|---------|---------------------------|----------|------|
| Monday 4 | | | | |
| Tuesday 5 | | | | |
| Wednesday 6 | | | | |
| Thursday 7 | | | | |

| | Subject | Independent Study Task(s) | Date Due | Done |
|--|------------|---------------------------|--------------------|------|
| Friday 8 | | | | |
| Notes (including reminders for clubs & revision sessions) | | | | |
| | | | | |
| Weekly Reading Log | | | | |
| Date | Book Title | | Pages Read | |
| Comments | | | | |
| Attendance this week: | | % | To date: % | |
| Parent's/Carer's Signature: | | | Tutor's Signature: | |

Week 2 Beginning: 11th March 2024

| | Subject | Independent Study Task(s) | Date Due | Done |
|--------------|---------|---------------------------|----------|------|
| Monday 11 | | | | |
| Tuesday 12 | | | | |
| Wednesday 13 | | | | |
| Thursday 14 | | | | |

| | Subject | Independent Study Task(s) | Date Due | Done |
|--|------------|---------------------------|--------------------|------|
| Friday 15 | | | | |
| Notes (including reminders for clubs & revision sessions) | | | | |
| | | | | |
| Weekly Reading Log | | | | |
| Date | Book Title | | Pages Read | |
| Comments | | | | |
| Attendance this week: | | % | To date: | |
| | | | % | |
| Parent's/Carer's Signature: | | | Tutor's Signature: | |

Week 1 Beginning: 18th March 2024

| | Subject | Independent Study Task(s) | Date Due | Done |
|--------------|---------|---------------------------|----------|------|
| Monday 18 | | | | |
| Tuesday 19 | | | | |
| Wednesday 20 | | | | |
| Thursday 21 | | | | |

| | Subject | Independent Study Task(s) | Date Due | Done |
|--|------------|---------------------------|--------------------|------|
| Friday 22 | | | | |
| Notes (including reminders for clubs & revision sessions) | | | | |
| | | | | |
| Weekly Reading Log | | | | |
| Date | Book Title | | Pages Read | |
| Comments | | | | |
| Attendance this week: | | % | To date: | |
| | | | % | |
| Parent's/Carer's Signature: | | | Tutor's Signature: | |

Week 2 Beginning: 25th March 2024

| | Subject | Independent Study Task(s) | Date Due | Done |
|--------------|---------|---------------------------|----------|------|
| Monday 25 | | | | |
| Tuesday 26 | | | | |
| Wednesday 27 | | | | |
| Thursday 28 | | | | |

| | Subject | Independent Study Task(s) | Date Due | Done |
|--|------------|---------------------------|--------------------|------|
| Friday 29 | | | | |
| Notes (including reminders for clubs & revision sessions) | | | | |
| | | | | |
| Weekly Reading Log | | | | |
| Date | Book Title | | Pages Read | |
| Comments | | | | |
| Attendance this week: | | % | To date: | |
| | | | % | |
| Parent's/Carer's Signature: | | | Tutor's Signature: | |

Week 1 Beginning: 15th April 2024

| | Subject | Independent Study Task(s) | Date Due | Done |
|--------------|---------|---------------------------|----------|------|
| Monday 15 | | | | |
| Tuesday 16 | | | | |
| Wednesday 17 | | | | |
| Thursday 18 | | | | |

| | Subject | Independent Study Task(s) | Date Due | Done |
|--|------------|---------------------------|--------------------|------|
| Friday 19 | | | | |
| Notes (including reminders for clubs & revision sessions) | | | | |
| | | | | |
| Weekly Reading Log | | | | |
| Date | Book Title | | Pages Read | |
| Comments | | | | |
| Attendance this week: | | % | To date: % | |
| Parent's/Carer's Signature: | | | Tutor's Signature: | |

Week 2 Beginning: 22nd April 2024

| | Subject | Independent Study Task(s) | Date Due | Done |
|--------------|---------|---------------------------|----------|------|
| Monday 22 | | | | |
| Tuesday 23 | | | | |
| Wednesday 24 | | | | |
| Thursday 25 | | | | |

| | Subject | Independent Study Task(s) | Date Due | Done |
|--|------------|---------------------------|--------------------|------|
| Friday 26 | | | | |
| Notes (including reminders for clubs & revision sessions) | | | | |
| | | | | |
| Weekly Reading Log | | | | |
| Date | Book Title | | Pages Read | |
| Comments | | | | |
| Attendance this week: | | % | To date: | |
| | | | % | |
| Parent's/Carer's Signature: | | | Tutor's Signature: | |

Week 1 Beginning: 29th April 2024

| | Subject | Independent Study Task(s) | Date Due | Done |
|-------------|---------|---------------------------|----------|------|
| Monday 29 | | | | |
| Tuesday 30 | | | | |
| Wednesday 1 | | | | |
| Thursday 2 | | | | |

| | Subject | Independent Study Task(s) | Date Due | Done |
|--|------------|---------------------------|--------------------|------|
| Friday 3 | | | | |
| Notes (including reminders for clubs & revision sessions) | | | | |
| | | | | |
| Weekly Reading Log | | | | |
| Date | Book Title | | Pages Read | |
| Comments | | | | |
| Attendance this week: | | % | To date: | |
| | | | % | |
| Parent's/Carer's Signature: | | | Tutor's Signature: | |

Week 2 Beginning: 6th May 2024

| | Subject | Independent Study Task(s) | Date Due | Done |
|-------------|---------|---------------------------|----------|------|
| Monday 6 | | | | |
| Tuesday 7 | | | | |
| Wednesday 8 | | | | |
| Thursday 9 | | | | |

| | Subject | Independent Study Task(s) | Date Due | Done |
|--|------------|---------------------------|--------------------|------|
| Friday 10 | | | | |
| Notes (including reminders for clubs & revision sessions) | | | | |
| | | | | |
| Weekly Reading Log | | | | |
| Date | Book Title | | Pages Read | |
| Comments | | | | |
| Attendance this week: | | % | To date: | |
| | | | % | |
| Parent's/Carer's Signature: | | | Tutor's Signature: | |

Week 1 Beginning: 13th May 2024

| | Subject | Independent Study Task(s) | Date Due | Done |
|--------------|---------|---------------------------|----------|------|
| Monday 13 | | | | |
| Tuesday 14 | | | | |
| Wednesday 15 | | | | |
| Thursday 16 | | | | |

| | Subject | Independent Study Task(s) | Date Due | Done |
|--|------------|---------------------------|--------------------|------|
| Friday 17 | | | | |
| Notes (including reminders for clubs & revision sessions) | | | | |
| | | | | |
| Weekly Reading Log | | | | |
| Date | Book Title | | Pages Read | |
| Comments | | | | |
| Attendance this week: | | % | To date: | |
| | | | % | |
| Parent's/Carer's Signature: | | | Tutor's Signature: | |

Week 2 Beginning: 20th May 2024

| | Subject | Independent Study Task(s) | Date Due | Done |
|--------------|---------|---------------------------|----------|------|
| Monday 20 | | | | |
| Tuesday 21 | | | | |
| Wednesday 22 | | | | |
| Thursday 23 | | | | |

| | Subject | Independent Study Task(s) | Date Due | Done |
|--|------------|---------------------------|--------------------|------|
| Friday 24 | | | | |
| Notes (including reminders for clubs & revision sessions) | | | | |
| | | | | |
| Weekly Reading Log | | | | |
| Date | Book Title | | Pages Read | |
| Comments | | | | |
| Attendance this week: | | % | To date: % | |
| Parent's/Carer's Signature: | | | Tutor's Signature: | |

Week 1 Beginning: 3rd June 2024

| | Subject | Independent Study Task(s) | Date Due | Done |
|-------------|---------|---------------------------|----------|------|
| Monday 3 | | | | |
| Tuesday 4 | | | | |
| Wednesday 5 | | | | |
| Thursday 6 | | | | |

| | Subject | Independent Study Task(s) | Date Due | Done |
|--|------------|---------------------------|--------------------|------|
| Friday 7 | | | | |
| Notes (including reminders for clubs & revision sessions) | | | | |
| | | | | |
| Weekly Reading Log | | | | |
| Date | Book Title | | Pages Read | |
| Comments | | | | |
| Attendance this week: | | % | To date: | |
| | | | % | |
| Parent's/Carer's Signature: | | | Tutor's Signature: | |

Week 2 Beginning: 10th June 2024

| | Subject | Independent Study Task(s) | Date Due | Done |
|--------------|---------|---------------------------|----------|------|
| Monday 10 | | | | |
| Tuesday 11 | | | | |
| Wednesday 12 | | | | |
| Thursday 13 | | | | |

| | Subject | Independent Study Task(s) | Date Due | Done |
|--|------------|---------------------------|--------------------|------|
| Friday 14 | | | | |
| Notes (including reminders for clubs & revision sessions) | | | | |
| | | | | |
| Weekly Reading Log | | | | |
| Date | Book Title | | Pages Read | |
| Comments | | | | |
| Attendance this week: | | % | To date: % | |
| Parent's/Carer's Signature: | | | Tutor's Signature: | |

Week 1 Beginning: 17th June 2024

| | Subject | Independent Study Task(s) | Date Due | Done |
|--------------|---------|---------------------------|----------|------|
| Monday 17 | | | | |
| Tuesday 18 | | | | |
| Wednesday 19 | | | | |
| Thursday 20 | | | | |

| | Subject | Independent Study Task(s) | Date Due | Done |
|--|------------|---------------------------|--------------------|------|
| Friday 21 | | | | |
| Notes (including reminders for clubs & revision sessions) | | | | |
| | | | | |
| Weekly Reading Log | | | | |
| Date | Book Title | | Pages Read | |
| Comments | | | | |
| Attendance this week: | | % | To date: | |
| | | | % | |
| Parent's/Carer's Signature: | | | Tutor's Signature: | |

Week 2 Beginning: 24th June 2024

| | Subject | Independent Study Task(s) | Date Due | Done |
|--------------|---------|---------------------------|----------|------|
| Monday 24 | | | | |
| Tuesday 25 | | | | |
| Wednesday 26 | | | | |
| Thursday 27 | | | | |

| | Subject | Independent Study Task(s) | Date Due | Done |
|--|------------|---------------------------|--------------------|------|
| Friday 28 | | | | |
| Notes (including reminders for clubs & revision sessions) | | | | |
| | | | | |
| Weekly Reading Log | | | | |
| Date | Book Title | | Pages Read | |
| Comments | | | | |
| Attendance this week: | | % | To date: | |
| | | | % | |
| Parent's/Carer's Signature: | | | Tutor's Signature: | |

Week 1 Beginning: 1st July 2024

| | Subject | Independent Study Task(s) | Date Due | Done |
|-------------|---------|---------------------------|----------|------|
| Monday 1 | | | | |
| Tuesday 2 | | | | |
| Wednesday 3 | | | | |
| Thursday 4 | | | | |

| | Subject | Independent Study Task(s) | Date Due | Done |
|--|------------|---------------------------|--------------------|------|
| Friday 5 | | | | |
| Notes (including reminders for clubs & revision sessions) | | | | |
| | | | | |
| Weekly Reading Log | | | | |
| Date | Book Title | | Pages Read | |
| Comments | | | | |
| Attendance this week: | | % | To date: | |
| | | | % | |
| Parent's/Carer's Signature: | | | Tutor's Signature: | |

Week 2 Beginning: 8th July 2024

| | Subject | Independent Study Task(s) | Date Due | Done |
|--------------|---------|---------------------------|----------|------|
| Monday 8 | | | | |
| Tuesday 9 | | | | |
| Wednesday 10 | | | | |
| Thursday 11 | | | | |

| | Subject | Independent Study Task(s) | Date Due | Done |
|--|------------|---------------------------|--------------------|------|
| Friday 12 | | | | |
| Notes (including reminders for clubs & revision sessions) | | | | |
| | | | | |
| Weekly Reading Log | | | | |
| Date | Book Title | | Pages Read | |
| Comments | | | | |
| Attendance this week: | | % | To date: | |
| | | | % | |
| Parent's/Carer's Signature: | | | Tutor's Signature: | |

Week 1 Beginning: 15th July 2024

| | Subject | Independent Study Task(s) | Date Due | Done |
|--------------|---------|---------------------------|----------|------|
| Monday 15 | | | | |
| Tuesday 16 | | | | |
| Wednesday 17 | | | | |
| Thursday 18 | | | | |

| | Subject | Independent Study Task(s) | Date Due | Done |
|--|------------|---------------------------|--------------------|------|
| Friday 19 | | | | |
| Notes (including reminders for clubs & revision sessions) | | | | |
| | | | | |
| Weekly Reading Log | | | | |
| Date | Book Title | | Pages Read | |
| Comments | | | | |
| Attendance this week: | | % | To date: | |
| | | | % | |
| Parent's/Carer's Signature: | | | Tutor's Signature: | |

Attendance

Attendance and Punctuality

Please arrive at the Academy via your allocated entrance by 8.30am and go to your tutor room by 8.35am for registration at 8.40am.

If you arrive after 9.00am, you should sign in at the Attendance Office.

**Please be punctual!
Lateness will result in loss of social time.**

3 lates to registration, or lessons, will lead to an after-hours detention with the Senior Leaders. A 'Red Card' is issued if you are too late to a lesson and you will spend time in Supervised Study.

A few attendance facts and figures

175 non school days in a year = shopping, appointments and holidays

190 school days in a year = opportunities to design your own future

| Percentage Attendance | Days and Minutes of Learning Lost |
|--|------------------------------------|
| 96% The Academy expectation | 8 Days = 2400 Minutes: 40 lessons |
| 95% Attendance slipping | 10 Days = 3000 Minutes: 50 lessons |
| 90% Potentially too much to make up and the Government labels this as persistent absence | 19 Days = 5700 Minutes: 95 lessons |

Fact: 17 days lost in years 10 and 11 will mean results a grade lower than you would have achieved

Attendance at OSA

Attendance is of the utmost importance. If a student is not here, they cannot learn. Poor attendance has been shown to impact on overall grade outcomes by two grades.

Government attendance targets are 96%.

Good attendance is 95%.

Persistent absence is defined as less than 90%.

We want to support families in maintaining good attendance and will work with you to achieve this.

We are aware that sometimes there are individual or extenuating circumstances and that no two students are the same.

Absence must be informed, daily, via 'phone-call to the Attendance Officer on 01787-375131 or via email on absence@ormistonsudbury.co.uk by 9.30am.

Absence may be authorised based on parental information and supporting medical or other evidence.

Holidays will not be granted in term-time and can incur a Fixed Penalty Notice (FPN), a fine of £60 per parent, as with other unauthorised absences. The Principal must be contacted when a term-time holiday is planned. Exceptional circumstances *may* allow a holiday to be granted.

Unauthorised absence is recorded when a student's absence falls rapidly and/or with no reason or insufficient evidence or through refusal.

Attendance Tracking Page

On this page you should keep track of your attendance. The Academy target is 96% and you should do everything you can to be here, there are only 190 days per year you're expected at the Academy. The other days are for holidays and appointments.

Be resilient and ask yourself: do you really need that day off?

| Checkpoint | % Attendance | Running Total % |
|--------------------|--------------|-----------------|
| October half term | | |
| Christmas | | |
| February half term | | |
| Easter | | |
| May half term | | |
| End of summer term | | |

Rewards and Achievements

Rewards

We want you to be the best that you can be - academically, socially and by contributing to the wider life of the OSA community. When you are 'getting things right' we will tell you!

Years 7, 8, 9, 10 and 11

- A member of staff will stamp your planner with a Positive Achievement stamp (these will be counted and work towards your bronze, silver, gold, platinum, diamond and palladium awards).
- You might receive a 'phone call or email home.
- We also have awards for full attendance where students with 100% attendance each half-term are entered into a draw, to win a token.
- We enjoy celebrating your achievements and we do this in a variety of ways e.g. through Year achievement assemblies half-termly and Academy achievement evenings. Look out for your name on the Achievement Boards, along with celebration breakfasts if you get excellent 'readiness for learning' grades on your reports.
- Each week, subject teachers nominate one student across their faculty for the 'Performer of the Week', recognising someone that has gone above and beyond in their subject. Emails are sent home and students are awarded a certificate and a reward token.
- Your tutors and Head of Year, together with your year council, nominate someone, weekly, for 'tutee of the week', recognising students who contribute positively to tutor time.
- Students are also recognised for 'Random Acts of Kindness'. Students and teachers will complete a slip to nominate someone who has completed a random act of kindness, and put their nomination in the box for a draw to win a reward token.
- Vouchers are available for top achievement points and attendance.
- There are new prizes each year.

Rewards

Token Reward System

The token system at OSA gives further recognition and rewards to those excelling, day-to-day. You will receive 'reward tokens' for the following achievements:

- Performer of the week
- Tutee of the week
- Random Acts of Kindness
- Receiving Bronze/Silver/Gold badges, etc.
- Attendance to, and consistency at, enrichment clubs

You can then decide if you 'cash in' your tokens, or save them up for a bigger prize.

Examples of rewards and the amount of tokens needed:

| Rewards | Number of Tokens |
|--|------------------|
| Equipment (Pens/Pencils/Rulers/Rubbers/Highlighters/Post-it Notes) | 1 |
| Stickers | 1 |
| Pizza Voucher | 2 |
| Golden Ticket Queue Jump | 2 |
| Calculators | 3 |
| £10 Amazon Vouchers | 5 |
| Sport Equipment | 5 |
| £10 Cineworld Voucher | 5 |
| £15 Amazon Vouchers | 7 |
| £15 Clip and Climb Voucher | 7 |
| Colchester Zoo Voucher | 10 |
| £20 Amazon Vouchers | 10 |

Rewards

What Achievements are recognised?

Here are some examples:-

- Academic progress and attainment
- Contributions and commitment to extra-curricular activities
- Consistently high effort
- Being a positive role model
- High attendance/improved attendance
- Contributions to the wider life of the Academy
- Raising the profile of the academy in the local community
- Being kind to others
- **Daily readiness for learning:**
 - Punctual
 - Correct uniform
 - Good behaviour
 - Correct equipment (ruler, eraser, pencil, pen, calculator, planner - signed)

PACE

Over the course of Key Stages 3 and 4, you will work towards gaining your 'Ormiston Sudbury Recognition.' Over the time you will be able to gather evidence to demonstrate:

Professional conduct - your attendance, punctuality, behaviour and uniform

Achievement - good Readiness For Learning (RFL) scores, Progress, commitment to study, effort

Wider Community involvement - within school, representing the academy in different activities

Teamwork & Leadership - taking responsibility, leading or running an event, commitment to a long-term project

Making a difference - going the extra mile, completing an individual or unique achievement (Being the best you can be)

You will be able to build a portfolio of evidence towards your certificate. The aim is to gain all five Strands, which will demonstrate to a potential employer, a potential college, or a potential Sixth Form that you have worked consistently, done what is asked of you and more beyond, and have shown evidence that you are trying to be the best that you can be.

You will work with your tutor and Head of Year, who can discuss with you what will count towards your personal award.

There is a Graduation Ceremony at the end of year 11, where the students are presented with a certificate and folder of their achievements.

Stamps and Achievements Pages

Record all of the stamps you receive here.

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Stamps and Achievements Pages

Record all of the stamps you receive here.

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Stamps and Achievements Pages

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Stamps and Achievements Pages

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Stamps and Achievements Pages

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Stamps and Achievements Pages

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Stamps and Achievements Pages

Record all of the stamps you receive here.

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There are 54 spaces per page. Keep track on the tracking page

Stamps and Achievements Pages

Record all of the stamps you receive here.

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Stamps and Achievements Pages

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Stamps and Achievements Pages

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Stamps and Achievements Pages

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Stamps and Achievements Pages

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Stamps and Achievements Pages

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Stamps and Achievements Pages

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Stamps and Achievements Pages

Record all of the stamps you receive here.

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There are 54 spaces per page. Keep track on the tracking page

Achievements Tracking Page

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| October half term Stamps total | |
| Christmas running total | |
| February half term running total | |
| Easter running total | |
| May half term running total | |
| Summer running total | |

Achievement Certificates log

| Award | Date achieved |
|--|---------------|
| Bronze Postcard 150 points | |
| Bronze Commended letter 300 points | |
| Bronze Certificate 450 points | |
| Silver Postcard 600 points | |
| Silver Commended letter 750 points | |
| Silver Certificate 900 points | |
| Gold Postcard 1050 points | |
| Gold Commended letter 1275 points | |
| Gold Certificate 1500 points | |
| Platinum Postcard 1725 points | |
| Platinum Commended letter 1950 points | |
| Platinum Certificate 2250 points | |
| Diamond Postcard 2700 points | |
| Diamond Commended letter 3600 points | |
| Diamond Certificate 4500 points | |
| Palladium Postcard 5400 points | |
| Palladium Commended letter 6300 points | |
| Palladium Certificate 7200 points | |

Achievements Tracking Page

Termly Celebration Rewards: Have you received a: Teacher, Tutor, Head of Year, Pastoral Manager, Head of Faculty, Senior Leadership, Acts of Kindness or Attendance award in your Celebration Assemblies?

| Celebration Assembly | List what you achieved |
|----------------------|------------------------|
| Christmas | |
| Easter | |
| Summer | |

Other rewards: Have you received any other awards? List them here:

Record of Extra-Curricular Events Attended

There are many clubs and revision classes to attend at OSA. Keep a record here of any that you have attended each term; this will lead to rewards for commitment and effort.

| Half term | What have you attended? List them here... |
|-------------------------------------|---|
| Autumn 1: September – October | |
| Autumn 2: October - December | |
| Spring 1: January - February | |
| Spring 2: February - April | |
| Summer 1: April - May | |
| Summer 2: May - July | |

PACE Tracking

Professional Award for Conduct and Employability

Here you can track what you have achieved so far towards your PACE award to gain the silks in your graduation ceremony in Year 11.

| Silk | Evidence Type | Example | What have you done? |
|----------------------|--|---|---------------------|
| Professional Conduct | Attendance Punctuality Appearance/ Appropriate Dress Behaviour | 100% Attendance Overall. No lateness. Always dresses appropriately for the situation/ occasion. Outstanding contribution to life of the Academy. 100% effort on residential trip or extended work placement. Commitment to a part time job (not detrimental to school work). Representing the Academy at local/national level. Excellent role model, e.g. ambassador, head girl/boy, prefect/team leader, buddy, etc. Half-termly RFL data to be positive and level 1 or 2. | |
| Achievement | Motivation Commitment Dedication to study, e.g. revision classes Progress 8 movement Levels of progress | Duke of Edinburgh completion (any level). Outstanding sports contribution (over time or record break). Long term volunteering commitment. Long term community service commitment. Exceeding target grades. Securing Apprenticeship offer of employment or FE/HE progression offer. | |

PACE Tracking

Professional Award for Conduct and Employability

Here you can track what you have achieved so far towards your PACE award to gain the silks in your graduation ceremony in Year 11.

| Silk | Evidence Type | Example | What have you done? |
|-----------------|--|---|---------------------|
| Achievement | <p>Motivation Commitment Dedication to study, e.g. revision classes Progress 8 movement Levels of progress</p> | <p>Excellence of work – consistently high quality and outstanding work. Portfolio of eight examples of work across curriculum areas that are in-line or above Progress 8 scores. Maximum of 2 from one subject. Received Tutee of the Week and/or termly Tutor/Pastoral Manager Awards. Principal or SLT stamps. Evidence of additional study: extra language, revision and review sessions, GCSE IPOD, holiday review sessions, rehearsals, and coursework catch-up. Meeting or exceeding targets within a majority of subjects (positive EVA data).</p> | |
| Wider Community | <p>Volunteering out of school Year/Faculty Council Rep. Extra-curricular outside of the Academy Work Experience Part Time Employment</p> | <p>Volunteering and making a commitment of time at a charity or institution such as Duke of Edinburgh, Charity shop, or local school. Representing the Academy in a performance. Reference from employer or letter of commendation. Newspaper clippings and stories from the local media celebrating commitment to the wider community.</p> | |

PACE Tracking

Professional Award for Conduct and Employability

Here you can track what you have achieved so far towards your PACE award to gain the silks in your graduation ceremony in Year 11.

| Silk | Evidence Type | Example | What have you done? |
|---------------------|--|--|---------------------|
| Wider Community | <p>Volunteering out of school</p> <p>Year/Faculty Council Rep.</p> <p>Extra-curricular outside of the Academy</p> <p>Work Experience</p> <p>Part Time Employment</p> | <p>Certificates celebrating participation in charity events and the community such as Life Saving, First Aid, Canoeing Challenge, etc.</p> <p>Participating in a group fund raising activity.</p> <p>Participating in competitions and/or Charity Events.</p> | |
| Teamwork/Leadership | <p>Sport</p> <p>Drama</p> <p>Responsibilities</p> <p>Extra-curricular activities</p> | <p>Emphasis on leading/organising an event or club.</p> <p>Running a project, organising a charity event.</p> <p>Commitment to long term involvement – school shows.</p> <p>Regular contribution to groups such as committees or Form/whole academy councils.</p> <p>Regular participation in a club or hobby outside of the Academy that involves working with others e.g. a sports team or performing arts group or other equivalent.</p> <p>Regular participation in a club or extra-curricular activity within the Academy such as a sports team or performing arts/theatre group or other equivalent.</p> | |

PACE Tracking

Professional Award for Conduct and Employability

Here you can track what you have achieved so far towards your PACE award to gain the silks in your graduation ceremony in Year 11.

| Silk | Evidence Type | Example | What have you done? |
|---|--|--|---------------------|
| Teamwork/ Leadership | Sport Drama Responsibilities Extra-curricular activities | Helping out with open nights/tours. Participating in a debating society, academy magazine/newspaper. | |
| Making a Difference (Being the best you can be!) | Extras Individual and unique achievement Going beyond | Representing the Academy or an organisation, at local/regional/national level. Being at the 'top end' and going well beyond what might be expected. | |

Transfer the information into next year's planner when the time comes so you can keep track of your progress.

Academic Monitoring

Academic Review Meeting with Tutor

AUTUMN 2023-2024

Date: _____

| | | | | |
|---------------------|--|----------|-------------------------|--|
| Attendance | | % | Lates | |
| Achievements | | | Behaviour Points | |

| Reporting Phase | Tutor | Pastoral Manager | Behaviour Intervention Coordinator | Head of Year | Senior Leadership |
|------------------------|--------------|-------------------------|---|---------------------|--------------------------|
| | | | | | |

Specific rewards and achievements you're proud of:

RfL from most recent report discussion points:

Progress from most recent report discussion points:

Progress with PACE:

Extra-Curricular activities involved in:

Targets:

- 1.
- 2.
- 3.

Academic Review Meeting with Tutor

SPRING 2023-2024

Date: _____

| | | | | |
|---------------------|--|----------|-------------------------|--|
| Attendance | | % | Lates | |
| Achievements | | | Behaviour Points | |

| Reporting Phase | Tutor | Pastoral Manager | Behaviour Intervention Coordinator | Head of Year | Senior Leadership |
|------------------------|--------------|-------------------------|---|---------------------|--------------------------|
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Specific rewards and achievements you're proud of:

RfL from most recent report discussion points:

Progress from most recent report discussion points:

Progress with PACE:

Extra-Curricular activities involved in:

Targets:

- 1.
- 2.
- 3.

Academic Review Meeting with Tutor

SUMMER 2023-2024

Date: _____

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|---------------------|--|----------|-------------------------|--|
| Attendance | | % | Lates | |
| Achievements | | | Behaviour Points | |

| Reporting Phase | Tutor | Pastoral Manager | Behaviour Intervention Coordinator | Head of Year | Senior Leadership |
|------------------------|--------------|-------------------------|---|---------------------|--------------------------|
| | | | | | |

Specific rewards and achievements you're proud of:

RfL from most recent report discussion points:

Progress from most recent report discussion points:

Progress with PACE:

Extra-Curricular activities involved in:

Targets:

- 1.
- 2.
- 3.

Home-Academy Contact

Home-Academy Contact

| Date | Comment | Parent signature | Tutor signature |
|------|---------|------------------|-----------------|
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Home-Academy Contact

| Date | Comment | Parent signature | Tutor signature |
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Home-Academy Contact

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| Date | Comment | Parent signature | Tutor signature |
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Home-Academy Contact

| Date | Comment | Parent signature | Tutor signature |
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Timetables

Timetable - Week 1

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